

Resources in Education (RIE). Volume 28, Number 10.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Oct 93

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131), Collected
Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational
Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 357 137

CE 061 892

Electronic Technology. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; Cooperative Education;
*Electronics; *Electronic Technicians; Employment Potential;
Entrepreneurship; Facility Guidelines; Instructional Materials;
Job Skills; Occupational Information; Postsecondary Education;
Professional Development; *Program Content; Program
Development; Program Guides; *Program Implementation; Student
Organizations; Student Participation; Teacher Improvement;
Technical Education

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of an electronic technology program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on

Food Production and Services. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 90

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Community Colleges;
Competency Based Education; Educational Facilities; Evaluation
Criteria; *Food Processing Occupations; *Food Service; High
Schools; *Instructional Materials; *Occupational Home
Economics; Postsecondary Education; *Program Development;
Program Guides; *Program Implementation; Student Evaluation;
Teacher Qualifications

IDENTIFIERS- Florida

This vocational program guide is intended to assist local administrators, regional coordinating councils, teachers, and others throughout Florida in offering vocational education training in food service and production in school districts, area vocational centers, and community colleges. The following topics are covered: program content and structure (job titles and descriptions and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, sources of equipment and supplies, and safety and sanitation); program considerations (student learning guide, student organization participation, postsecondary institutions with programs in related areas, teacher certification, professional organizations and support services, and strategies for implementing the program); and instructional resources (test item bank, introduction o resources, sources of print and audiovisual materials and software, other noncommercial materials, teacher-recommended materials, and Florida Educational Information Service services). A sample student learning guide and list of equipment are appended. The attached Career Merit Achievement Plan (Career MAP) is designed for use in recording the progress of students enrolled in a food production and services program. (MN)

Junior Secretary. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Feb 90

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Behavioral Objectives;
Checklists; Classroom Techniques; Competence; Competency Based
Education; Entry Workers; High Schools; Job Skills; *Office
Occupations Education; Postsecondary Education; Program Guides;
*Program Implementation; *Secretaries; State Standards;
*Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

This packet contains a program guide and a career map for the implementation of a junior secretary office occupations program

Hackett, Bessie, Comp.

Correctional Education: A Way To Stay Out. Education in
Correctional Centers: Findings and Recommendations.

PUB DATE- 92

NOTE- 48p.; Printed in blue ink on tinted stock. For the 1990
report, see ED 333 311.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adult Education; Career Planning; *Correctional
Education; Correctional Institutions; *Crime Prevention;
Criminals; *Educational Benefits; Education Work Relationship;
Prisoners; Program Descriptions; *Recidivism; State Programs;
Statewide Planning; Success; *Vocational Education; *Vocational
Rehabilitation

IDENTIFIERS- *Illinois

This report provides a look at correctional education in
Illinois, with special emphasis on vocational offerings and
their potential to affect the reduction of crime and
recidivism. The 8 commendations and 15 recommendations are
directed to state staff who make decisions about vocational
programming. Recommendations include the following: follow
through with development of a comprehensive 5-year plan;
conduct external team evaluations every 5 years of each
correctional center's education program; require each
institution to develop a training-industry-education plan;
require each student to prepare an individualized career plan;
review programs for females; integrate applied basic skills in
all programs; promote staff development; extend the school day
to accommodate more students; and continue to support
establishment of community networks. The supporting
documentation is arranged according to areas of concern: facts
and forecasts, costs and cutbacks, planning and evaluation,
incentives, and community services and networks. An update
section explains new transitional services for offenders,
including various mentoring programs. Project title, agency,
and director are provided. Inmates' feelings about their lives
in prison are compiled in the survey section. Included in the
report are 14 success stories of former inmates that reinforce
the value of their educational experience while incarcerated.
Appendixes include personal profile forms and 16 references.
(YLB)

ED 357 173

CE 063 467

Williams, Mary B.

A Place for Character Education in Home Economics.

PUB DATE- 7 Dec 92

NOTE- 11p.; Paper presented at the Annual Convention of the
American Vocational Association (86th, St. Louis, MO, December
4-8, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Home Economics; Labor Force Development; Moral
Development; *Moral Values; School Role; Secondary Education;
*Teacher Responsibility; Values Clarification; *Values
Education; Work Ethic

IDENTIFIERS- *Character Education

Home economists in vocational education are viewed as a diverse

Finegold, David

Making Apprenticeships Work. Rand Issue Paper. Issue 1.

PUB DATE- Mar 93

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Apprenticeships; Educational Finance; *Education Work Relationship; Federal Aid; Federal Government; Federal Legislation; Government Role; Job Training; *Labor Force Development; Models; Postsecondary Education; *Public Policy; Refresher Courses; *Retraining; Secondary Education; Technological Advancement; Vocational Education

The perception that the United States is falling behind in the skills race has prompted experts to look abroad for policy ideas. Of particular interest has been the German "dual system," which alternates 2 to 3 years of highly structured work-based training with classroom teaching for young people, beginning at age 16. Buoyed by the success of the German example, enthusiasm for a U.S. youth apprenticeship program has soared, despite considerable disagreement as to what, precisely, "apprenticeship" would mean in the American context. President Clinton has announced a goal of creating an apprenticeship system that covers all 50 states, but budget constraints mean allocating just over \$5 million per state--not nearly enough for a national system. To produce a large return on this relatively small federal investment, the administration must decide which objectives to pursue and then set out a clear strategy for achieving them. Three criteria can guide policymakers. First, the system must have enough status to attract and motivate young people. Second, the system must provide incentives and institutional support for employers to offer high quality youth training. Third, the system must be feasible. One youth training scheme would link youth apprenticeships with the new administration's broader strategy for helping U.S. industry compete in a high tech global economy. A key part of this technology strategy is to use federal matching funds to build a national network of manufacturing extension centers and create a new set of regional technology alliances. The capacity of firms to use the services thus provided, however, would depend on the skills of their workers. Linking youth apprenticeships and lifelong worker training programs with these other services would enhance both the use of the services and the relevance and quality of training. Setting high national standards would ensure quality of training and make apprenticeships more attractive to employers. (20 notes) (YLB)

ED 357 193

CE 063 581

Hofstrand, Richard K.

Vocational-Technical Education and the Secondary School: What

School Board Members Say. School Board Survey Results.

PUB DATE- Nov 91

NOTE- 22p.; Survey conducted at the Illinois Association of School Boards' Annual Convention (Chicago, IL, November 22-23, 1991). Document printed with blue ink on tinted stock.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accountability; Administrator Attitudes; *Boards of

Daugherty, Michael K.; Boser, Richard A.
The Role of Colleges and Universities in Providing In-Service
Programs for Technology Education.
SPONS. AGENCY- Council on Technology Teacher Education, Reston,
VA.

PUB DATE- May 93

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Programs; *College Role; Educational
Improvement; Higher Education; *Inservice Teacher Education;
Postsecondary Education; *Program Improvement; *Teacher
Education Programs; *Technological Advancement; *Technology
Education

A study was conducted to determine the role of colleges and universities in providing inservice programs for technology education and the extent to which those inservice activities emphasized contemporary technology education. Data were gathered through a review of relevant literature, development of a questionnaire, and a mailed survey of 50 colleges and universities that were identified as actively involved in technology teacher education. The findings are based on the responses of the 29 institutions (58 percent), located in 22 states, that returned completed survey forms. The results included the following: (1) colleges and universities that are active in preservice technology teacher preparation are actively involved in inservice and professional development for classroom teachers; (2) inservice activities provided by this group of institutions typically emphasize new technologies and teaching methods consistent with contemporary directions in technology education; (3) inservice topics were typically selected and planned with some form of teacher input; (4) university personnel assumed a leadership role in most inservice events; (5) summer workshops and teacher institute days were the most common formats for the delivery of inservice professional development; (6) the average inservice participant was 31-40 years old and had between 5-12 years of teaching experience; (7) about half of the institutions offered inservice sessions with no monetary or release time support of teachers who attend inservice professional development activities; and (8) little or no evaluation of the outcomes of inservice activities is occurring. Recommendations are made to publicize exceptional inservice activities, to increase collaboration of university personnel with other stakeholders in technology education, and to increase evaluation of inservice programs. Appendixes include the survey instrument, a list of the institutions that participated in the survey, respondents' comments on the survey, and an example of a teacher's conference program. (Contains 22 references.) (KC)

ED 357 212

CE 063 611

A Survey of Computer Usage in Adult Education Programs in Florida
Report.

PUB DATE- 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult

Scheer, Ruth L.

READS Program. National Workplace Literacy Program. Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC. National Workplace Literacy Program.

PUB DATE- Apr 93

NOTE- 180p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Evaluative/Feasibility

(142), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cooperative
Programs; *Education Work Relationship; Guidelines; Inplant
Programs; Institutional Cooperation; *Job Skills; *Literacy
Education; Numeracy; Outcomes of Education; *Program
Effectiveness; *Program Implementation

IDENTIFIERS- *Workplace Literacy

The River East Alliance for Developmental Studies (READS)
provided occupationally based literacy and numeracy
instruction, over 18 months, for 451 entry-level workers,
supervisors, and floor managers. The participants were
employees from four diverse Connecticut manufacturing
companies. During the project, 47 classes in reading,
mathematics, and English as a Second Language (ESL) were
provided at five sites. Of those who enrolled, 347 or 77
percent completed classes. Participation was voluntary and most
classes were scheduled on company time. The overwhelming
majority of participants were enthusiastic about READS and
wanted additional classes. Many of the supervisors were not
supportive of the program, and management took a "top down"
approach to most initiatives, leaving a sense of "ownership" of
the program with the workers. As the program progressed, the
teachers tailored the materials and teaching more closely to
workplace needs. Although this was appreciated by the workers,
it was difficult to cover all skills measured by the instrument
used to evaluate the project. However, supervisors reported
worker improvement in skills and self-image and their
contribution to shop activities. Because of a poor economy, the
READS program was put on hold at most of the companies involved
during the latter part of the grant period. (This packet
contains the project report, an external evaluation, a
"promising practices" program development guide, and a disk-
based workplace simulation on developing printed circuit
boards.) (KC)

O'Rourke, Rebecca; Mace, Jane

Versions and Variety: A Report on Student Writing and Publishing
in Adult Literacy Education.

SPONS. AGENCY- Leverhulme Trust, London (England).

PUB DATE- 92

NOTE- 148p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational

Pressure Ulcers in Adults: Prediction and Prevention. Clinical Practice Guideline Number 3.

PUB DATE- May 92

NOTE- 101p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adults; *Allied Health Occupations Education; Early Intervention; Guidelines; Health Materials; *Health Promotion; Medical Evaluation; *Patient Education; *Prevention; Preventive Medicine; Rating Scales; *Risk

IDENTIFIERS- *Bedsore

This package includes a clinical practice guideline, quick reference guide for clinicians, and patient's guide to predicting and preventing pressure ulcers in adults. The clinical practice guideline includes the following: overview of the incidence and prevalence of pressure ulcers; clinical practice guideline (introduction, risk assessment tools and risk factors, skin care and early treatment, mechanical loading and support surfaces, and education); pressure ulcer prediction and prevention algorithm; research agenda; list of 129 references; glossary; and acronym list. Contents of the quick reference guide for clinicians are as follows: the Braden Scale for Predicting Pressure Score Risk, skin care and early treatment guidelines, guidelines regarding mechanical loading and support surfaces, guidelines for educational programs, a staging system, and a pressure ulcer prediction and prevention algorithm. In the patient's guide are the following: definition of pressure ulcers, information on where pressure ulcers form, pressure ulcer risk factors, key steps in preventing pressure ulcers, steps for assuming an active role in one's own care, a table outlining care by risk factors, and addresses for additional information. (MN)

ED 357 248

CE 063 662

Crawford, Clarence C.

The Job Training Partnership Act. Potential for Program Improvements but National Job Training Strategy Needed.

Testimony before the Subcommittee on Employment, Housing, and Aviation, Committee on Government Operations, House of Representatives.

PUB DATE- 29 Apr 93

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Basic Education; Cooperative Programs; Coordination; *Economically Disadvantaged; *Employment Programs; *Federal Programs; *Job Training; Postsecondary Education; Program Effectiveness; *Program Improvement; *Public Policy

IDENTIFIERS- *Job Training Partnership Act 1982

This report records the testimony presented by Clarence C. Crawford, Associate Director, Education and Employment Issues, Human Resources, of the General Accounting Office, on the effectiveness of Title IIA of the Job Training Partnership Act

A Strategic Plan for Promoting and Expanding Apprenticeship in the U.S. (Phase II). Recommendations of the Federal Committee on Apprenticeship.

PUB DATE- 5 Nov 92

NOTE- 16p.; For a document on Phase I, see CE 063 692.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Agency Cooperation; *Apprenticeships; Awards;

*Coordination; Educational Finance; Federal Aid; Federal Government; Financial Support; *Incentives; *Labor Force Development; Postsecondary Education; Rewards; *Strategic Planning; Student Financial Aid; Vocational Education

In preparing Phase I of the Strategic Plan, the Federal Committee on Apprenticeship noted that efforts beyond education and technical assistance may be needed to develop apprenticeship fully in the United States. Specifically, the committee would examine and make recommendations with respect to such issues as incentives for participation, recognition, linkages with other federal programs, and related instruction needs. The committee suggested the following nonfinancial incentives: a Presidential Apprenticeship Awards Program designed to recognize outstanding sponsors and apprentices; instilling pride in apprenticeship through development of a nationally recognized badge/pin with an appropriate emblem or logo; and training repayment obligating apprentices to work for the program sponsor, at the sponsor's option, or repay the sponsor. With respect to financial incentives, the committee offered recommendations for three categories of apprenticeship training costs: on-the-job training, related instruction, and ancillary services (testing and assessment). With respect to linkages with other federal programs, the committee recommended that the federal government, under the auspices of the Department of Labor, establish an interagency committee for apprenticeship and other job training programs. It would be responsible for recommending national policies, procedures, and necessary agreements for promoting linkages and monitoring and evaluating the effectiveness of linkage efforts. (YLB)

ED 357 266

CE 063 694

Schuemer, Rudolf

Some Psychological Aspects of Distance Education.

PUB DATE- May 93

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adult Education; *Distance Education; Educational Media; Educational Psychology; Educational Technology; Foreign Countries; Higher Education; Learning Modalities; Learning Processes; *Learning Strategies; Learning Theories; Lifelong Learning; Postsecondary Education; Psychoeducational Methods; Psychological Studies; Readability Formulas; Student Characteristics; Teaching Methods; Telecommunications; *Textbook Preparation

The constituting elements of distance education are the course and the interaction between students and supporting organizations. Compared with students at traditional universities, distance students are generally older, have jobs,

The Middle School Exploratory Vocational Wheel. Models to Demonstrate the Variety of Course Configurations and Combinations of the Exploratory Vocational Wheel to Provide Career Exploration for the Middle Grades.

PUB DATE- 90

NOTE- 235p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Education; Ancillary School Services; *Career Development; Career Education; *Career Exploration; Career Planning; Course Selection (Students); Decision Making; Discovery Processes; Fine Arts; Fused Curriculum; *Integrated Curriculum; Junior High Schools; Language Arts; Learning Activities; Lesson Plans; *Mathematics Curriculum; Middle Schools; Models; *Science Curriculum; *Social Studies; Vocational Education

This document presents eight models of the exploratory vocational wheel for the middle/junior high school and a collection of career development activities designed for infusion in various curriculum areas. The wheel is a scheduling strategy that allows middle schools students to explore elements of several different occupations as classes rotate from course to course, forming the basis for more in-depth learning when students choose full courses of interest to them. Schools could offer the wheel in sixth, seventh, or eighth grade or in all three. Introductory material explains various configurations of the wheel, and diagrams illustrate eight models. A chart and diagram illustrating 12 career clusters, a chart that shows how courses affect the 12 career clusters, and a list of vocational education courses that may be used in the middle school vocational exploratory wheel are also provided. Lesson plans for the career development activities or "best practices" that follow are divided into these subject areas: science, social studies, mathematics, miscellaneous courses (fine arts, student services, vocational education), and language arts. The lesson plans are keyed to the subject area objectives and to career development student competencies. Each lesson plan has these components: topic; list of materials/information needed; steps in the activity, including follow-up, if any; career preparation goals and objectives; subject area objectives; and worksheets or handouts. Appended are program courses standards for six wheels, listing major concepts/content, laboratory activities, special notes, and intended outcomes for each. (YLB)

Florida Employer Opinion Survey. Annual Report.

PUB DATE- Jul 90

NOTE- 53p.; A product of the Florida Education and Training Placement Information Program.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; *Employer Attitudes; *Employment Potential; Employment Qualifications; Followup Studies; Graduates; *Job Skills; Job Training; *Nurses; Nursing Education; Outcomes of Education; Practical Nursing; State Surveys; *Vocational Education

IDENTIFIERS- Florida

Seltzer, Joel A.

Crisis at a Bronx Junior High: Responding to School-Related Violence.

PUB DATE- Aug 92

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Junior High Schools; *Junior High School Students; *School Counseling; *School Psychologists; *Urban Schools; *Violence

IDENTIFIERS- *Crisis Management; *New York (South Bronx)

Responding to dramatically increased levels of urban violence, inner-city school districts have recognized the need to address the psychological impact of violent events by organizing Crisis Response Teams. In New York's south Bronx neighborhoods, where violence appears endemic, the schools often serve children's basic needs by providing a safe and secure environment, in addition to meeting educational goals. The purpose of this case study presentation is to examine the impact of a violent shooting incident at a Bronx junior high school on children and staff, their post-traumatic reactions to the incident, and the response of the school district's crisis team providing various interventions at the school level. The incident is used to illustrate crisis team planning, assessment, provision of psychological "first aid," and team debriefing following acts of violence; the responsibility of school psychologists to help others cope with the emotional and psychological effects of traumatic episodes is emphasized. It is concluded that in a modest way crisis intervention work allows school psychologists to perform this humane function: serving children and others during a most traumatic and emotionally painful experience in the hope of redirecting their lives for the better. (Author/ABL)

ED 357 305

CG 024 855

Salm, Don

Women Offenders in the Correctional System: Memo No. 7.

PUB DATE- 3 Feb 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140); Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Females; *Mothers; *Prisoners; Public Policy; State Legislation

IDENTIFIERS- *Wisconsin

This memo addressed to members of the Special Committee on Women Offenders in the Correctional System sets forth the recommendations of the special committee's Working Group on Incarcerated Women and Their Children in Wisconsin. Part I discusses identification of problems relating to this population. Part II examines the working group's recommendations for change in statutes or in Department of Corrections rules, including the right to participate in court proceedings relating to an inmate's children, reasonable efforts standards for children in need of protective services and delinquency cases, permanency planning, grounds for

Laubach, Frank C.; And Others
 Laubach Way to Reading: Skill Book 1. Sounds and Names of Letter..
 PUB DATE- 91

NOTE- 84p.; For related workbook, see CS 011 292.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
 Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; *Basic Writing; *Grammar;
 *Letters (Alphabet); Programed Instructional Materials;
 *Reading Skills; *Remedial Reading; Skill Development; *Writing
 Skills

IDENTIFIERS- Laubach Method

Designed to be part of a basic reading and writing course for
 adult and teenage students, this skill book teaches the name
 and one sound for each letter in the alphabet plus the writing
 of small and capital letters and numerals. The skill book also
 lays an essential foundation in word attack and comprehension
 skills which will be mastered in subsequent skill books.
 Vocabulary is controlled; 132 words, including variants, are
 introduced and used in context. Sentence structures in the
 skill book are limited to common patterns like subject-object-
 verb. (RS)

Macero, Jeanette D.

Laubach Way to English: Workbook for Skill Book 1 (Laubach Way to
 Reading).

PUB DATE- 91

NOTE- 68p.; For Skill Book 1, see CS 011 291.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
 Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Basic Writing; *English
 Instruction; *Grammar; *Listening Skills; Programed
 Instructional Materials; *Reading Skills; *Remedial Reading;
 Skill Development; *Writing Skills

IDENTIFIERS- Laubach Method

Designed to give adult and teenage students additional practice
 in listening to, speaking, reading, and writing the patterns of
 English presented in "Laubach Way to Reading: Skill Book 1,"
 this workbook gives practice in 14 skill areas, all of which
 are important in mastering English. The workbook includes
 exercises on singular and plural forms of nouns, and on the use
 of pronouns, articles, and prepositions. Exercises in the
 workbook also help students learn verb forms in the simple
 present and present progressive tenses, as well as to make and
 answer questions in the affirmative and negative. Listening
 exercise are included to sharpen the student's ability to hear
 the difference between singular and plural verb forms and
 between verb endings. (RS)

Franks, Bridget A.

Deductive Reasoning with Prose Passages: Effects of Prior
 Knowledge, Inference Form, and Reading Skill.

PUB DATE- Mar 93

NOTE- 22p.; Paper presented at the Biennial Meeting of the

Lloyd-Jones, Richard

Writing the Resolution: An Institutional History.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). For the resolution, see ED 095 540.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060)

DESCRIPTORS- Dialects; Educational History; English; Higher Education; *Language Attitudes; *Language Usage; Social Attitudes

IDENTIFIERS- Faculty Attitudes; *Students Right to Their Own Language (CCCC)

This paper recalls the issues that led in the late 1960s to the Conference on College Composition and Communication (CCCC) resolution and statement on the Students' Right to Their Own Language. The paper describes some of the main events in the production of the resolution, and then discusses the response to the resolution of the National Council of Teachers of English, parents, and collegiate faculty members. The paper notes that the resolution anticipates the problems of world tribalism illustrated in Middle Europe and the former Soviet Union in the early 1990s. The paper suggests two major moves as the language resolution is reinterpreted to fit the situations of the 21st century: (1) educators should do more to teach young people what language is and how it really works; and (2) educators should emphasize not merely how language defines or reports experience, but how it mediates among people. The draft resolution of March 13, 1972, submitted to CCCC Executive Committee in Boston is attached. (RS)

ED 357 345

CS 213 797

Coe, Richard M.

"Prophecy after the Event": The Archeology and Ecology of Genre.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audience Awareness; Foreign Countries; Higher Education; Literary Genres; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Teachers

IDENTIFIERS- *Writing Contexts

"Genre" has become the keyword in a movement to create a more dynamic, dialectical, contextual conception of "dispositio," of structure as a factor in psychological and social processes of writing. A dynamic conception of genre as social process in symbolic action can be reached by combining Kenneth Burke's technique of "prophecy after the event" with a key principle from Michel Foucault's "archeology" and Marilyn Cooper's metaphor of composition as an "ecological" process. The

Sydow, Debbie

Professional Development Issues for Community College English Faculty.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Collegiality; *Community Colleges; English Instruction; Occupational Surveys; *Professional Development; Two Year Colleges

IDENTIFIERS- *English Teachers; Professional Concerns; Teacher Surveys; *Virginia Community College System

A study examined the methods by which English faculty in Virginia's community colleges keep abreast of new developments in their fields, the effectiveness of their methods, and steps that the Virginia Community College System (VCCS) might take to enhance professional development. Personal interviews were conducted with English faculty at local universities, face-to-face and telephone interviews were conducted with a selective sample of community college faculty, and telephone interviews were conducted with randomly selected faculty outside the state. Results indicated that: (1) most community college English faculty in Virginia were engaged in professional development activities of one kind or another, activities ranging from publication of textbooks to traveling abroad to reading professional journals; (2) those who reported active involvement in professional development activities within their discipline in many cases did not teach in that discipline; (3) the majority of faculty interviewed stressed that there was insufficient time (because of heavy teaching responsibilities) to pursue activities considered endemic to the profession; and (4) community college faculty were committed to students, to teaching, and to the community college mission. Findings suggest that increased time for professional development and increased collegiality are crucial to increased professional awareness and activity among language and literature faculty in Virginia's community colleges. (RS)

ED 357 365

CS 213 819

Flynn, Thomas, Ed.; King, Mary, Ed.

Dynamics of the Writing Conference: Social and Cognitive Interaction.

PUB DATE- 93

NOTE- 131p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Blacks; *Cognitive Processes; Counseling; Higher Education; Learning Disabilities; Theory Practice Relationship; *Writing Instruction; Writing Processes

IDENTIFIERS- Composition Theory; East Central Writing Centers Association; *Writing Conferences

Presenting highlights from the past decade of East Central Writing Centers Association conferences, this book addresses the questions of how writing conferences foster the development

Dickson, Marcia

Initial Opposition--Won't Portfolio Assessment Take Away Teacher Autonomy?

PUB DATE- Mar 93

NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; College Faculty; Higher Education; *Portfolios (Background Materials); *Program Development; Program Implementation; Resistance to Change; Teacher Attitudes; *Teacher Role; *Writing Evaluation

IDENTIFIERS- Alternative Assessment

Unacknowledged and unintended opposition can lead the "resistance" to destroy even the best planned of portfolio systems. The greatest cause of initial resistance to portfolio assessment is the fear that teachers will lose their autonomy and/or authority in the classroom. Writing instructors need to ask themselves about issues of control and autonomy: Why do they have so little faith that those they work with will share their beliefs about what constitutes good writing and good evaluation practices? They might also question what makes them so sure that their teaching is so special, and what might be gained from letting go of some of the control they wield over assessment and grades. The following strategies can make portfolio assessment stronger by avoiding resistance of faculty: (1) answering hard questions raised by the opposition; (2) planning the program as a group of peers rather than as individual administrators; and (3) piloting the program on a small scale, using both resistant and non-resistant faculty. Supporters of portfolio programs need to analyze the nature of the opposition's complaints, give credence to their very real concerns, and invite their participation in reshaping not only the portfolio assessment program but also the writing curriculum. (RS)

Soven, Margot

The Advanced Writing across the Curriculum Workshop: The Perils of Reintroducing Rhetoric.

PUB DATE- 1 Jul 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Critical Thinking; *Faculty Development; Higher Education; Language Role; Program Descriptions; *Rhetoric; Teacher Attitudes; *Workshops; *Writing Across the Curriculum; *Writing Assignments; *Writing Attitudes

IDENTIFIERS- *La Salle University PA

Although faculty response to an introductory writing across the curriculum workshop at La Salle University (Pennsylvania) was almost uniformly positive, responses to an advanced workshop were mixed. La Salle's basic workshop is framed by the two dimensions which remain the major theoretical concerns of writing across the curriculum: the function of language and the

Emmel, James R.

What the Years Have Told: A Professor's Burnout and Recovery.

PUB DATE- Feb 93

NOTE- 9p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993.)

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Personal Narratives; *Professional Development; Professional Personnel; Professors; *Speech Communication; *Teacher Burnout

IDENTIFIERS- California Polytechnic State University; Career Commitment

A description of a 45-year university teaching career which included the development of a Speech and Communications department at California Polytechnic State University reveals that even though burn-out is a periodic influence on professional performance, one overriding element--a love of teaching--sustained the commitment of this professor. A few suggestions for maintaining a healthy attitude toward the profession and for coping with large teaching loads are set forth: (1) accept your students as they are and not as you would like them to be; (2) remember that when a teacher's patience becomes threadbare, a student's challenge begins; (3) allow for periodic time-outs that enable the development of scholarly activity and exchange; and (4) aim to turn the young student not into a copy-cat, but into an independent and self-motivating learner. (SAM)

ED 357 404

CS 508 181

Thompson, Danelle C.

Natural versus Classical--A Remarkable Result.

PUB DATE- Feb 93

NOTE- 22p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Communication Research; Comparative Analysis; Higher Education; *Mythology; *Persuasive Discourse; Speech Communication

IDENTIFIERS- Brower (David); Classical Rhetoric; Cultural Values; Demosthenes; Greece (Ancient); *Rhetorical Strategies

This paper focuses on a speech by Demosthenes, recognized as the foremost orator of the fourth century B.C., and the speeches of environmentalist David Brower, in a search for parallel use of values and myths in their rhetorical approaches. Myths provided a world view, ordered the world into right and wrong conduct and thinking, and created a shared identity or purpose. The analysis identifies a similar emphasis in Demosthenes and Brower on values such as respect for the past, bravery, patriotism, and democracy. It is further noted that both used myths that emphasized unity, purpose, identity, and political force to opposition. The paper concludes that the significance of the study lies in a modern awareness of ancient rhetorical

Soebagio, Retno L.; And Others

Policy Review of the Primary and Junior Secondary Education Sub-Sectors in East Java. Educational Policy and Planning Project. A Government of Indonesia-USAID Project.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.; Ministry of Education and Culture (Indonesia).

PUB DATE- 92

NOTE- 140p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; *Administrative Organization; *Cost Effectiveness; *Curriculum Development; *Educational Development; Educational Finance; Educational Planning; Elementary Secondary Education; Equal Education; *Faculty Development; Foreign Countries; Supervision

IDENTIFIERS- *Indonesia (East Java)

Indonesian representatives and the Educational Research and Development Center studied East Javanese primary and junior secondary schools to develop a database for future planning and to identify deficiencies, constraints, and areas for fruitful reform. Issues of enrollment, personnel, curriculum, facilities and equipment, cost, and financing were examined. A comprehensive analysis of governmental documents and official interviews confirmed a need to guarantee educational access. Evidence also identified a need to improve teacher training and to make curricula locally relevant. Existing reforms are constrained by limited resources and inconsistencies in educational administration and implementation. The lack of professional preparation is another constraint. East Java is attempting to expand access by building new schools, establishing Islamic schools, and promoting gender and regional equity. Reform depends on rectifying policy fragmentation and inefficiencies in resource use caused by the overlapping powers of ministries. Reforms must also confront issues related to the power of local supervisors, promotion, and the cost effectiveness of educational policies. A set of policy recommendations proposes to: (1) increase educational advancement, access to textbooks and laboratories, and curricular continuity; (2) improve teacher training, placement, and rewards; (3) balance secular and religious instruction; (4) improve school scheduling and security; and (5) conduct additional research. Contains 19 references. (TEJ)

ED 357 425

EA 024 808

Indonesia: Microcomputer Applications for Education Planning and Management: A Modular Training Program. Module I-IV.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.; Ministry of Education and Culture (Indonesia).

PUB DATE- 92

NOTE- 228p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

The Allocation of Money and Its Impact on Education.

SPONS. AGENCY- AT&T Foundation, New York, NY.

PUB DATE- Sep 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Economic Climate; *Educational Change; Educational Finance; Elementary Secondary Education; *Financial Policy; *Financial Problems; Governance; Public Schools; *Resource Allocation; State School District Relationship

IDENTIFIERS- California; Colorado; Illinois; Kentucky; Maine; South Carolina

While much attention has been paid to educational reform or restructuring efforts to improve the nation's schools, the fiscal aspects of reform have received little attention. The Education Commission of the States studied 20 school districts in 6 states (California, Colorado, Illinois, Kentucky, Maine, and South Carolina) to determine what impact resource-allocation methods had on educational reform. Superintendents and principals were interviewed about their district's fiscal situation, types of school restructuring being pursued, and the influence of fiscal considerations on reform. Responses showed that most districts were involved in governance reform, curriculum changes, and efforts for increases in student performance standards and expectations. Activities associated with reform required finding additional funding within the school system. Most of the administrators' time investment was made at the beginning of the reform process. All the school districts were moving ahead with reform despite restrictive budget and economic situations. Several recommendations for state leaders can be drawn from the study: create a statewide reform strategy, increase local management flexibility, provide incentives for reform, focus on outcomes, utilize consultants, seek easing of federal restrictions, improve state-local relations, and increase local fiscal-planning flexibility. (JPT)

ED 357 445

EA 024 860

Reaching the Goals: Goal 6--Safe, Disciplined, and Drug-Free Schools.

PUB DATE- Feb 93

NOTE- 45p.; Prepared by the Goal 6 work group. For the technical report which formed the basis for this document, see EA 024 861.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Classroom Techniques; *Discipline Policy; *Drug Abuse; *Educational Environment; Elementary Secondary Education; Prevention; Research Utilization; Substance Abuse; *Violence

IDENTIFIERS- Drug Free Schools; *National Education Goals 1990

Making every school in America free of drugs and violence and fostering a disciplined environment conducive to learning by the year 2000 is the aim of the U.S. Department of Education's sixth National Education Goal. Research shows that drugs, violence, and discipline are related problems and are influenced by factors within schools, in the community, and in

Systemwide Education Reform: Federal Leadership Could Facilitate District-Level Efforts. Report to Congressional Requesters.

PUB DATE- Apr 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; *Federal Government; Government Role; *Government School Relationship; *School Restructuring; Systems Approach

Testimony about the role of federal leadership in facilitating district-level reform efforts is presented in this report. Data were derived from a literature review and consultation with school reform experts. Further data were collected from visits to four districts--Johnson City, New York; Moss Point, Mississippi; Pittsburgh, Pennsylvania; and San Diego, California--where interviews were conducted with participants in district reform and school/district records were reviewed. Each district engaged in systemwide reform in which standards, curricula, and instruction focused on student outcomes and on student-assessment-guided instruction. Findings indicate that the federal role was limited in the areas of categorical aid programs, at-risk students, and systemwide technical assistance. It is recommended that voluntary national standards be established as a first step, supplemented by Congressional action to encourage district reform. Appendices include a summary of reform efforts in the four districts, a list of major contributors to the report, and a list of six related General Accounting Office products. Three tables are included. (LMI)

ED 357 466

EA 024 889

Morra, Linda G.

Systemwide Education Reform: Federal Leadership Could Facilitate District-Level Efforts. Testimony before the Subcommittee on Elementary, Secondary, and Vocational Education, House Committee on Education and Labor.

PUB DATE- 93

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; *Federal Government; Government Role; *Government School Relationship; *School Restructuring; Systems Approach

Testimony on the role of federal leadership in facilitating district-level reform efforts is offered in this report, which focuses on four districts with many years of participation in systemwide educational reform. Five key components of systemwide reform are identified: standards for all students; curricula tied to those goals; high-quality instructional materials; professional development; and student assessments tied to the curricula. The four districts had undertaken systemic reform, with a focus on setting curricula-related standards for all students at each grade level. The districts shared the following implementation experiences: (1) systemwide reform is a longterm process; (2) technical assistance and

Dianda, Marcella R.; Corwin, Ronald G.

What a Voucher Could Buy: A Survey of California's Private Schools.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 51p.

LANGUAGE- English

EDRS Price MF01/PC03 Plus Postage.

PUE TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Admission (School); Educational Change; *Educational Vouchers; Elementary Secondary Education; *Enrollment Influences; *Enrollment Projections; Parochial Schools; *Private Education; *Private Schools; Public Schools; *School Choice; School Surveys

IDENTIFIERS- *California

The most controversial form of school choice is the voucher system, which allows families to use tax dollars, in the form of vouchers, to pay for tuition at private schools. The Parental Choice in Education Initiative, slated to be on the California June 1994 election ballot, will give residents the opportunity to vote on a statewide school-voucher program. A survey of private schools in the state was conducted to determine the availability, affordability, and accessibility of private schools to voucher-redeeming students from public schools. Highlights of the findings include the following: three quarters of the schools said they would participate in a voucher system; low- and medium-tuition schools are more likely to participate than high-tuition schools; most of the private schools are nearly full and those open to vouchers could expand by less than 15 percent without additional construction or staffing; without expanding, private schools could accommodate less than one percent of public school enrollment. Two other findings are that 60 percent of the schools charge less than \$2,600 per year, the amount for which vouchers could be redeemed; and private-school enrollment is 40 percent minority and contains few low-income or non-English-speaking students. The body of the report details each of these findings and illustrates them with 22 tables and 8 figures. An appendix includes a comparison of responding schools and private schools statewide and a description of survey development and administration. (JPT)

Wiles, Jon; Bondi, Joseph

The Essential Middle School. Second Edition.

PUB DATE- 93

NOTE- 342p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUE TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Planning; *Intermediate Grades; *Junior High Schools; *Middle Schools; Preadolescents; Program Implementation; *School Organization

This book takes readers through the steps that school personnel encounter in planning and developing a middle school. Chapter 1

Daresh, John C.

The Arrival of the New Principal: Reactions of Staff.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Educational Administration; Elementary Secondary Education; Interpersonal Relationship; *Leadership Styles; *Principals; *Teacher Administrator Relationship

Findings of a study that identified the kinds of problems faced by new principals who had participated in innovative principal-preparation programs are presented in this paper. Data were collected through a series of interviews conducted with eight individuals who had assumed their first principalships during the 1991-92 school year. All had recently completed administrator-preparation programs in universities that had received curricular development support from the Danforth Foundation between 1987 and 1991. Principals reported that they encountered a similar problem during their first year--that of teachers' reactions to new leadership. The study uses Elizabeth Kubler-Ross's classic description of the stages of grief as a framework to describe such reactions. Examples of these stages--denial, anger, bargaining, depression, and acceptance--are described. Conclusions are: (1) that staff reactions are not directed personally toward the new principals; (2) that new principals should learn about their predecessors' leadership styles; and (3) that teachers often rely on their principals' subtle signals to guide their personal behaviors. (Contains 6 references.) (LMI)

ED 357 506

EA 024 953

DeMoulin, Donald F.

Demographic Characteristics Associated with Perceived Self

Efficacy Levels of Elementary, Middle, and Secondary Principals.

PUB DATE- Nov 92

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Leadership; *Principals; *Self Efficacy; Self Evaluation (Individuals); Work Environment

Findings of a study that examined the perceptions held by principals about their levels of self-efficacy are presented in this paper. Self-efficacy refers to the belief that one can successfully execute a behavior to achieve a given outcome. Data were collected from a questionnaire that was mailed to 375 principals (125 elementary, middle, and secondary) in the mid-southern and northeastern United States. The questionnaire was designed to measure the relationships among motivation, confidence, and stress to create a perceived level of self-

Gajar, Anna; And Others
Secondary Schools and Beyond: Transition of Individuals with Mild Disabilities.

PUB DATE- 93

NOTE- 461p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Education; Citizen Participation; Educational Practices; *Education Work Relationship; Federal Legislation; Independent Living; Job Skills; *Mild Disabilities; Models; Postsecondary Education; *Program Development; Secondary Education; Student Evaluation; Theories; *Transitional Programs; *Vocational Education; Vocational Rehabilitation

This text aims to provide a comprehensive and cohesive look at theory and practice in transition of persons with mild disabilities. Part I addresses transition's rationale, definitions, components, legislative history, models, related models, and supports and barriers. Part II examines the relationship of secondary and postsecondary special education to transition, focusing on foundations, academic guidance, assessment, programming, and follow up. Part III addresses the relationship of vocational education and vocational rehabilitation to the transition of persons with mild disabilities. The emphasis in part IV lies on the career education components of transition, including the subcomponents of work support skills, independent living skills, and citizenship skills. Part V stresses the major issues involved with transition within different environments and levels of interaction, including society, institutions, family, agencies, interagency relations, and recreation. This part also discusses transition's long-term effects and the future of transition. Each of the text's five parts begins with a preview which includes a vignette or series of vignettes about individuals with mild disabilities whose histories illustrate key issues. References accompany each chapter. (JDD)

ED 357 525

EC 302 067

Henderson, Elissa, Ed.; Algarin, Alissa, Ed.
Update: Improving Services for Emotionally Disturbed Children.
Volumes 4-7, Winter 1988-Summer 1991.

PUB DATE- 91

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adolescents; Agency Cooperation; Children; Child Welfare; *Emotional Disturbances; Evaluation Methods; Family Programs; Individualized Programs; *Intervention; *Mental Health Programs; Placement; Program Development; Residential Programs; Social Services; Therapy

IDENTIFIERS- Child and Adolescent Service System Program; Family Needs

This compilation of four annual newsletter issues on services for children with emotional disturbances presents reports of activities, meetings, services, and programs around the country as well as various feature articles. Activities funded under

Wallace, Teri, Ed.; And Others

Transition. Feature Issue.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Agency Cooperation; Community Programs; *Disabilities; *Education Work Relationship; Higher Education; High Schools; Planning; Postsecondary Education; Public Policy; *Social Integration; *Transitional Programs

IDENTIFIERS- Minnesota

This feature issue of a quarterly bulletin on community integration addresses the topic of transition services for preparing youth with disabilities for adult community living. It contains articles with the following titles and authors: "Transition: The Next Five Years" (David R. Johnson and others); "Transition Policy in the 1990s: Promoting State and Local Leadership" (William Halloran and Michael Ward); "Transition Systems Change in Minnesota" (Sandy Thompson and Stephanie Corbey); "Life Profiles of Youth with Disabilities: Findings from the National Longitudinal Transition Study" (Mary Wagner and Lizanne DeStefano); "TIPS: A New Transition Planning System for Schools" (David R. Johnson and others); "TIPS: A Teacher's View" (Mary Ann Brenk); "Waiting for Services" (David R. Johnson and Teri Wallace); "Business Helps Dream Come True" (Kathy Raymor); "National Center Addresses Educational Outcomes" (Martha L. Thurlow); "Inclusive Education and Transition" (Sandy Thompson); "A Postsecondary Student Retention System with Related Accommodation Teams" (Lynda Price); and "Transition to Postsecondary Education: Lynn's Story" (Sheryl Evelo and Denise Simonett). A section on resources for transition information lists seven programs and resource centers, six publications, and twelve state transition systems change grantees. (JDD)

ED 357 545

EC 302 088

Lakin, Charlie, Ed.; And Others

Americans with Disabilities Act (ADA). Feature Issue.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Accessibility (for Disabled); Civil Rights; *Civil Rights Legislation; *Developmental Disabilities; Equal Opportunities (Jobs); *Equal Protection; *Federal Legislation; Physical Mobility; *Social Integration

IDENTIFIERS- *Americans with Disabilities Act 1990

This feature issue focuses on the Americans with Disabilities Act (ADA), with articles discussing provisions of the ADA and its impact on people with developmental disabilities. Articles have the following titles and authors: "The ADA: What Does It Mean for People with Developmental Disabilities?" (Deborah L.

Clark, Catherine; Scott, Larry
Cochlear Implants.

PUB DATE- 92

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Assistive Devices (for Disabled); Children; *Communication Aids (for Disabled); Costs; *Deafness; Equipment Utilization; Position Papers; *Sensory Aids; Surgery

IDENTIFIERS- *Cochlear Implants

This brochure explains what a cochlear implant is, lists the types of individuals with deafness who may be helped by a cochlear implant, describes the process of evaluating people for cochlear implants, discusses the surgical process for implanting the aid, traces the path of sound through the cochlear implant to the brain, notes the costs of cochlear implants, and states the position of the Alexander Graham Bell Association for the Deaf regarding cochlear implants in children. (JDD)

Rejskind, Gillian

Choosing Science.

PUB DATE- Feb 93

NOTE- 28p.; Paper presented at Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (2nd, Lawrence, KS, February 28-29, 1992). Best Copy Available.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academically Gifted; *Career Choice; *Career Planning; College Students; Foreign Countries; Higher Education; Interviews; Mathematics; Peer Relationship; *Science Careers; Sciences; *Sex Differences; Student Attitudes; Student Interests; *Student Motivation; Surveys; Teacher Student Relationship; Undergraduate Students; Undergraduate Study

IDENTIFIERS- Canada

This project explored university science students' career and educational plans and looked for causes of defection from science, with particular interest in possible sources of gender difference in defection rates. A survey of 164 Canadian undergraduate students in mathematics and basic sciences found that: (1) over three fourths of the students intended to stay in mathematics or science; (2) gender differences in students' choice of field were not significant, though proportionately fewer of the women who rated themselves low in ability intended to remain in the field; (3) women rated themselves as more competent in nonscience subjects than men did; (4) an equal number of students planned to go directly to a job or to continue their education full-time; (5) the most frequently cited career motivation was self-fulfillment, followed by financial rewards and nonmaterial benefits; and (6) students' attributions for success did not differ by gender. Follow-up interviews conducted with 16 students addressed the topics of peer group relationships, teacher-student relationships, and

Reasonable Accommodations: Teaching College Students with Disabilities. Faculty Guide.

PUB DATE- 92

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Assistive Devices (for Disabled); *College Faculty; College Programs; *College Students; *Compliance (Legal); *Disabilities; Financial Support; Handicap Identification; Higher Education; Legislation; *Student Personnel Services; Student Responsibility; *Teaching Methods

IDENTIFIERS- *University of Florida

This faculty handbook provides information on educational programs and services offered to students with disabilities at the University of Florida. It discusses student responsibilities in making faculty members aware of their disabilities that require accommodations; stereotypes about individuals with disabilities; terminology to be used in describing people with disabilities; sources of support for students and faculty in complying with legislation; general considerations in teaching students with disabilities; descriptions of recognized categories of disabling conditions; methods of identifying disabilities; accommodations for students with disabilities; teaching methods effective with students with learning disabilities, visual impairments, physical impairments, hearing impairments, emotional/social impairments, speech impairments, and other disabilities; summaries of federal and state legislation; and sources of funds for auxiliary learning aids. (JDD)

ED 357 586

EC 302 134

Pickett, Anna Lou; And Others

Promoting Effective Communications with Paraeducators.

PUB DATE- 6 Apr 93

NOTE- 17p.; Paper presented at the Annual Conference of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Check Lists; Communication Skills; Curriculum; Elementary Secondary Education; *Interpersonal Communication; Interpersonal Relationship; Occupational Information; Paraprofessional School Personnel; Role Perception; Skill Development; *Special Needs Students; *Staff Role; *Teacher Aides; Teacher Role; Tutoring

This conference presentation on promoting effective communications with paraeducators working in special education consists of 13 distinct text items. The items deal with: (1) definition of paraeducators and the roles of teachers in working with paraeducators in inclusive classrooms; (2) the importance of teacher-paraeducator communication; (3)

program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of electronic technology and documents the student's level of achievement. (YLB)

ED 357 138

CE 061 893

Consumer Electronic Product Servicing. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; Cooperative Education; *Electronic Equipment; *Electronics; Electronic Technicians; Employment Potential; Entrepreneurship; Facility Guidelines; Instructional Materials; Job Skills; Microcomputers; Occupational Information; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; *Repair; State Curriculum Guides; Student Organizations; Student Participation; Teacher Improvement; Technical Education; Troubleshooting

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a consumer electronic product servicing program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the 18 outcomes shown in the curriculum framework. The section on program implementation addresses teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of consumer electronic product servicing and documents the level of achievement that the student demonstrates. (YLB)

in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, explains licensing, and includes a curriculum framework and student performance standards for junior secretary courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facility design for the secretarial program, equipment, program implementation, teacher professional development, and instructional resources (a listing of 24 sources for print and audiovisual materials, 56 teacher-recommended print materials, 8 teacher-recommended audiovisual materials, and 16 computer software programs). Appended to the program guide is a sample student learning guide that includes program title, course title, intended outcomes, activity, introduction, objectives, performance objective, tasks, references, equipment, activity, test, and answer key. The Career Merit Achievement Plan (Career MAP) is a checklist of student progress in the competencies required for entry into the field of junior secretary, to be kept by student and teacher. (KC)

ED 357 155

CE 062 050

Nursery Operations. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- 89

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Articulation (Education); Behavioral Objectives; Checklists; Classroom Techniques; Competence; Competency Based Education; Entry Workers; Greenhouses; Horticulture; Job Skills; *Nursery Workers (Horticulture); *Ornamental Horticulture Occupations; Plant Propagation; Postsecondary Education; Program Guides; *Program Implementation; Secondary Education; State Standards; *Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

This packet contains a program guide and a career map for the implementation of a nursery operations program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, explains licensing, and includes a curriculum framework and student performance standards for ornamental horticulture and nursery operations courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facility design for the nursery operation program, equipment, program implementation, teacher professional development, and instructional resources (a listing of 80 print materials, 12 audiovisuals, 2 computer software programs, and 44 sources of instructional materials). Appended to the program guide is a sample student learning guide that includes program title, course title, intended outcomes, activity, introduction, objectives, performance objective, tasks, references, tools and

group of educators qualified to implement education for character concentrating on values that will remain with students in tomorrow's world of work. Educators should consider making a wholehearted commitment to teaching moral values and developing good character in students. A few years back many schools opted to take a neutral stand on the question: should the schools teach values? In the 'nineties more and more schools are for an affirmative answer to this question because of concerns about increasing moral problems in society, especially the disturbing rise in youth violence. As educators train students in job skills through vocational education, they must also guide the acceptance of moral values and development of strong character. Character has three interrelated parts: moral knowing, moral feeling, and moral behavior. Educators who hope to build character must take a comprehensive, embracing approach to values education that includes all phases of school life. A recommended comprehensive approach includes 12 strategies: act as caregiver, model, and mentor; create a moral community in the classroom; practice moral discipline; create a democratic classroom environment; teach values through the curriculum; use cooperative learning; develop the "conscience of craft"; encourage moral reflection; teach conflict resolution; foster caring beyond the classroom; create a positive moral culture in the school; and recruit parents and the community as partners in values education. (YLB)

ED 357 174

CE 063 489

Shabecoff, Alice; And Others

Community Job Initiatives: Readiness, Training, Creation and Retention.

PUB DATE- 93

NOTE- 17p.; Sponsored by a grant from Citibank.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Serials (022)

DESCRIPTORS- Adult Education; Agency Cooperation; Citizen Participation; *Community Involvement; *Community Programs; Cooperative Programs; *Coordination; Educational Finance; *Employment Programs; Federal Legislation; Federal Programs; Human Resources; *Job Development; Job Training; Program Development; *Unemployment

A community-based approach can excel at putting people back to work. The community-based strategy for helping people find and keep jobs needs to provide comprehensive and integrated services. Collaboration is likely to be the most practical means to round up those services. Community groups usually have a dual purpose in pursuing a jobs program: to help local people attain a decent standard of living and to help improve the community's economic stability. Strategies to achieve these goals include job search assistance, job training, job creation, job retention, and the financing tools to support those activities. The most effective job search assistance programs provide vocational training, literacy education, child care assistance, transportation, work or community experience, and case management. Job training programs succeed when they are linked with labor markets and provide an integrated array of assistance. New business ventures have the best chance of success if they are tied to market demand and have a strong job training element. Approaches to a conscious, deliberate strategy for saving jobs include early warning, employee buyouts, worker cooperative, retraining and job creation, eminent domain, and succession planning. (Case examples with

Education; *Educational Objectives; Performance; Program Effectiveness; Program Evaluation; Relevance (Education); *Role of Education; Secondary Education; State Programs; Statewide Planning; *Vocational Education

IDENTIFIERS- *Illinois

A survey determined people's perceptions of the relationship of vocational-technical education (VTE) to secondary school programs. Data were collected from 451 local school board members, school administrators, school business officials, and citizens from Illinois during a joint convention of the state associations of all three groups in November 1991. A written survey asked respondents to declare the extent to which they agreed or disagreed with 11 statements about secondary VTE. Respondents indicated overwhelming agreement that VTE should be an integral part of the secondary school curriculum. They also agreed on three out of five purposes of high school VTE, namely, that it should provide: (1) cooperative work experience and apprenticeships; (2) technical knowledge and skills to enter a career; and (3) career awareness, guidance, and exploration. A high percentage (85 percent) either strongly agreed or agreed that public school should be held accountable for work force preparation outcomes through current legislation. Respondents agreed on the following: the state board should hold secondary vocational programs accountable through measurement of student performance; high school programs should meet performance standards; the state should require a program remediation plan, closer state monitoring and technical assistance, and published school and program accountability ratings; Illinois high school students should be able to pass a work readiness test; and tech prep should replace traditional VTE. A majority (55 percent) agreed that the state should establish a dual system of in-school and inplant training. Releasing students from school to the workplace for part of their education time drew mixed reviews. Nine recommendations are offered based on three results. (YLB)

ED 357 194

CE 063 582

Workforce 2001. Report by the New York State Task Force on Older Workers.

PUB DATE- Dec 92

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adult Education; Advocacy; Age Discrimination;

*Aging (Individuals); *Employment Opportunities; *Employment

Practices; Futures (of Society); Job Training; *Labor Force;

*Labor Force Development; *Older Adults; State Programs;

Statewide Planning

IDENTIFIERS- *New York

Demographic, technological, and economic changes are profoundly reshaping the ways in which employers do business, employ workers, and prepare people for the workplace. A population whose average age is increasing, combined with rapid changes in technology and the advent of global competition, challenge the country's long-term economic health. If New York and the nation are to remain competitive, they must go beyond traditional views of the work force and workplace and envision and create a more flexible, efficient, and effective labor market that better serves the needs of businesses, individuals, and society. The older worker is a valued resource who brings to the workplace qualities of maturity, experience, and stability that will be vital to this new vision. Current systems have the

Programs; Community Education; *Computer Software; *Computer
Uses in Education; Definitions; *Literacy Education;
*Microcomputers; *State Programs

IDENTIFIERS- *Florida

A study was conducted to identify the types and uses of computer hardware and software in adult and community education programs in Florida. Information was gathered through a survey instrument developed for the study and mailed to 100 adult and community education directors and adult literacy center coordinators (92 surveys were returned). The results of the survey showed the following: (1) 63 percent use IBM computers, 52 percent, IBM-compatibles, 51 percent Apple IIs, 34 percent Apple Macintosh, and 21 percent others (respondents reported use of more than one type of computer); (2) 87 percent use 5.25 inch disks, although 67 percent have 3.5 inch disk capabilities; (3) WordPerfect was the most popular software package (63 percent), although Excel, Lotus, Microsoft Word, Microsoft Works, Dbase, and MacWrite were also used; (4) the most significant uses of computers were for instructional programs (79 percent), record keeping (56 percent), correspondence (41 percent), registration (36 percent), desktop publishing (33 percent), and electronic communication (15 percent); (5) less than 25 percent of the students in the programs were using computers; (6) the most significant barrier found by respondents (78 percent) is lack of funding for hardware; (7) 91 percent of the respondents supported the usefulness of computers as instructional tools. The study concluded that computers should be used more widely in adult basic education and that funding should be sought. (The report includes a glossary of 13 computer terms and the survey instrument.) (KC)

ED 357 213

CE 063 613

Grootings, Peter, Ed.

Training in Transition: Comparative Analysis and Proposals for
the Modernization of Vocational Education and Training in
Poland. CEDEFOP Document.

PUB DATE- 93

NOTE- 194p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Delivery Systems; Developing Nations; *Educational
Improvement; Educational Needs; *Educational Policy;
Educational Practices; Education Work Relationship; Foreign
Countries; Futures (of Society); Government Role; Job Training;
*Modernization; Policy Formation; Postsecondary Education;
Secondary Education; *Vocational Education

IDENTIFIERS- *Poland

An international team reviewed the system of vocational education and training (VET) in Poland and analyzed possible alternatives for the future. Some of the main conclusions and recommendations were as follows: (1) the most crucial issue is to change the very "logic" according to which the Polish VET system has been functioning; (2) reforms cannot be implemented overnight; (3) changes in vocational education are intricately interrelated with changes in the employment system; (4) modernization requires experimentation and is a learning process itself; (5) such a learning process will not occur spontaneously and needs to be facilitated by proper interventions and guidance; (6) the biggest challenge for the VET system is to develop among youth and adults an awareness about their new societal and occupational roles and to provide

Attitudes; Educational Philosophy; Foreign Countries; *Literacy Education; Student Attitudes; *Student Writing Models; Teacher Attitudes; *Writing for Publication; *Writing Instruction
IDENTIFIERS- Great Britain

Publication of student writing in adult basic education (ABE) or adult literacy classes in Great Britain was the focus of a research project. Discussions with 120 tutors and 136 students took place during field visits to 12 classes, 21 tutoring projects, 2 prison education departments, 2 further education colleges, 5 open learning centers, and 7 special projects. Additional data were collected from 185 responses to a questionnaire, a conference, and review of student publications. The research revealed the following: (1) student publishing is declining compared to the last 2 decades; (2) purposes include documenting achievement, group project, souvenir, organizational promotion, internal circular, and literary production; (3) learning beyond writing skills is an important gain; (4) publishing student writing enhances self-esteem, provides a meaningful context for skill development, and counters isolation; (5) critics and advocates disagree about whether and how student writing should be edited; (6) many feel that usefulness is limited by poor design and presentation; (7) the real value of student publishing lies in the process, not the products; and (8) publishing deserves more recognition and financial support. Results of the study included the following: a clear outline of a variety of models of student writing; documentation of the reflections of a wide range of students, tutors, and program developers; and recommendations for good practice and national support. (Three appendixes are as follows: (1) 48 references and 5 resource addresses; (2) a list of project participants; and (3) the questionnaire used in the project.) (KC)

ED 357 231

CE 063 634

Bartman, Donna; And Others
Integrating Academic and Vocational Education and Thinking Skills: An Alaskan Model.

SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- Nov 92

NOTE- 24p.; Paper presented at the Work Now and in the Future Conference (9th, Portland, OR, November 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Academic Education; Distance Education; High Schools; *Integrated Curriculum; *Interdisciplinary Approach; Models; School Districts; Secondary School Teachers; Staff Development; *Teacher Developed Materials; Teleconferencing; *Thinking Skills; Units of Study; *Vocational Education

IDENTIFIERS- *Alaska

Fifty-three secondary educators in six Alaskan school districts participated in a Carl Perkins grant project to integrate academic and vocational education and thinking skills. The first year of the project combined onsite and distance delivered instruction on the development of interdisciplinary units and integration models. An electronic college linked project teachers and National Center for Research in Vocational Education researchers via Bitnet. During Fiscal Year 1993, project teachers were to field test 21 4-week interdisciplinary units developed by teams of academic and vocational educators

(JTPA) in meeting the employment and training needs of economically disadvantaged adults and youth. His testimony centered on the following main points: (1) JTPA has consistently placed the majority of those receiving services in jobs and thus generally has been regarded as successful--however, recent research indicates that the program is only marginally increasing the earnings and employment of certain client groups above comparable nonparticipating groups; (2) the 1992 amendments to JTPA, along with a Department of Labor data collection initiative, have the potential to improve the JTPA program substantially by providing specific guidance on program targeting, training plans, and more comprehensive data on program operations; (3) JTPA is one of 65 federal programs that spent more than \$11 billion in fiscal year 1991 on employment and training services for the economically disadvantaged, but these programs are not coordinated; (4) there is a need for a national training strategy and elimination of duplication; and (5) one proposal is for "one-stop" career centers that would serve people in need of career counseling, assessment, occupational information, job referral, training, employment services, and community services. (KC)

ED 357 249

CE 063 663

Kempe, James J.; And Others

The National JTPA Study: Site Characteristics and Participation Patterns.

SPONS. AGENCY- Department of Labor, Washington, D.C.

PUB DATE- Mar 93

NOTE- 324p.; For a related report, see CE 063 688; for its executive summary, see ED 346 307.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Disadvantaged; *Employment Programs; Evaluation Methods; *Federal Programs; Followup Studies; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Research Methodology

IDENTIFIERS- *Job Training Partnership Act 1982

One part of a study of the difference that services under Title IIA of the National Job Training Partnership Act (JTPA) make in the employment, earnings, and welfare receipt of adults and out-of-school youths served by the program focused on the following: recruiting sites, monitoring the implementation of the research design, and describing and analyzing the characteristics of the local programs in the study and participation in JTPA services. A review of the 16 sites selected led to several basic findings: (1) the 16 sites, as a group, resemble the national average for all JTPA programs; (2) these sites successfully implemented a complex research design, randomly assigning more than 20,000 applicants to treatment and control groups and using one of three service strategies for each person randomly assigned; (3) the service strategies recommended (classroom training, on-the-job training, job search assistance, and subsidized employment) were implemented in most cases and will be evaluated in the 18-month impact report; (4) there were differences in the types of services in which the four target groups--adult men, adult women, male out-of-school youths, and female out-of-school youths--enrolled; (5) there were further differences among key subgroups (males were more likely to enroll in on-the-job training and job search assistance whereas females had higher rates of enrollment in classroom training; Black and Hispanic adults

and often have families. In distance education, learners are usually isolated and want to broaden their education, not receive a degree. Many distance education courses are characterized by a high level of structuring; they provide few incentives for the development of an active-constructive conception and rather lead to a passive-reproductive conception. Distance learning demands a high degree of self-discipline, organization, and planning. Studies have demonstrated that all teaching and learning theories can be easily applied to distance education. The most important medium is still written material. Theories of text comprehension include additive-elementary, holistic, and integrative approaches. No instructional theory makes it possible to coordinate the implications of these theoretical approaches into instructional rules manageable for practical use. Aids to a learner-friendly text design are readability formulas and concepts for the assessment of the text comprehensibility and general evaluation procedures. Learning aids can include advance organizers, learning objectives, and questions in the text. The possibilities of telecommunication to decrease the turnaround time are important because long turnaround times hinder motivation and increase the dropout rate. (Contains 229 references.) (YLB)

ED 357 267

CE 063 695

Pratzner, Frank C.

Vocational Teacher Education: Implications for Secondary and Postsecondary Policy and Practice.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 88

NOTE- 56p.; For the three major research studies on which this report is based, see ED 291 971, ED 297 090, and ED 299 432.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; *Educational Change; Educational

Policy; Educational Research; Higher Education; *Needs

Assessment; Postsecondary Education; Program Development;

Research Needs; Secondary Education; Special Needs Students;

*Teacher Education; *Vocational Education; *Vocational

Education Teachers; Work Experience

A study synthesized critical findings and implications for teacher preparation from three major research studies and databases completed in 1987-88 by the National Center for Research in Vocational Education: Postsecondary Occupational Education Delivery: An Examination (Hollenbeck et al. 1987); Vocational Teacher Education: A Survey of Preservice and Inservice Preparation (Pratzner 1987); and The Dynamics of Secondary Vocational Classrooms (Weber et al. 1988). Project staff reviewed the analyses of these databases concurrently with policy literature and other research related to teacher preparation and reform. The study highlighted seven broad issues and concerns likely to need the attention of teacher educators and policymakers in vocational education. Lack of minority representation in vocational education was a critical concern. There was a clear need to improve the academic vigor of preservice vocational teacher programs. The nature, amount, and importance of work experience required of vocational teachers needed to be rethought. Basic skills competency testing was a concern since it was an increasingly common requirement for state certification. Preparation of vocational teachers to enhance and reinforce basic skills in vocational

Two surveys were directed to Florida employers that employed former vocational education students in 1988. The surveys obtained information describing employer opinions regarding general and specific vocational preparation of workers for employment. The 1989-90 employer general opinion survey examined hiring needs, general preparation, and specific preparation; responses were received from 33% of 2,034 firms surveyed. A second survey was limited to employers who hired former registered and licensed practical nursing students; 33% usable responses were obtained from 489 firms. Florida employers were generally satisfied with vocationally specific preparation and were slightly dissatisfied with the general educational preparation of workers, specifically reading, writing, and mathematics skills. Health services employers were satisfied with registered and practical nurses in terms of the competencies imparted by their training and were generally more satisfied with the preparation of registered nurses. The highest levels of satisfaction of health services employers were reflected in the ability of nurses to work with fellow employees and provide personal care to patients. A comparison of the surveys with previous ones showed the following: the general survey satisfaction levels remained consistent; registered nurse responses were consistently at higher levels of satisfaction for all skill areas; and employers representing each industry type were satisfied with all areas of occupational preparation. (The survey instrument and charts showing overall satisfaction levels are appended.) (YLB)

ED 357 287

CE 063 756

Florida Vocational Programs of Study.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Sep 91

NOTE- 179p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; *Career Planning; Courses; *Course Selection (Students); Decision Making; Distributive Education; Goal Orientation; High Schools; High School Students; Industrial Education; Majors (Students); Marketing; Models; Occupational Home Economics; Program Content; Public Service Occupations; *Required Courses; Specialization; State Programs; Statewide Planning; Student Educational Objectives; Technology Education; *Vocational Education

IDENTIFIERS- *Florida

This document provides models to guide counselors and secondary students in tailoring programs of study that will allow students to pursue both employment and postsecondary education after graduation. Information on how to use the document to produce a program of study is accompanied by a chart that presents an overview of the entire process. The document then provides information and sample programs of study for clusters of programs, not for individual vocational programs. These programs of study for clusters should prove useful to students who are not sure of which vocational program to select. Cluster information sheets show which courses are common to several vocational programs. Nine program areas are included: agriculture, business, diversified occupations, health occupations, home economics, industrial, marketing, public service, and technology. The first page of each program area

involuntary termination of parental rights, visitation and communication with child of "primary caretaker" inmate-parent, information on convicted woman's parental status prior to sentencing, and development of a mother-infant program. The appendix includes the California Notice to Prisoner of Termination of Parental Rights Appearance of Prisoner in Court; the statutes on permanency planning and grounds for involuntary termination of parental rights; and sections of the Department of Corrections code on visitation and inmate telephone calls. (ABL)

ED 357 306

CG 024 856

Lester, Juliette N., Ed.

From Pilot to Practice: Strengthening Career Development Programs.

PUB DATE- Nov 92

NOTE- 200p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Career Counseling; *Career Development; Counselor Training; Elementary Secondary Education; Higher Education; Program Development; *School Counseling

IDENTIFIERS- *National Career Development Guidelines

Several prominent educators and counselors discuss the importance of career development for all citizens in this report. They present successful strategies for using the National Career Development Guidelines at the state and local levels to improve programs and to make them available to diverse groups, at all ages and stages of their lives. The introduction "From Promising Experiment to Widespread Practice" by Juliette N. Lester and Winifred I. Warnat looks at some of the common threads that emerge from the varied perspectives of the contributing authors. The following articles are included: (1) "Local Leadership in Implementing Comprehensive Career Development Programs" (Cal Crow); (2) "Strengthening State Leadership: A K-12 Perspective" (Belinda McCharen); (3) "Career Development and Postsecondary Education: Strategies for State Leadership" (Patrician Stanley); (4) "Using the National Career Development Guidelines in Training Career Counselors" (Howard Splete); (5) "Canadian Model for Training Career Counselors" (D. Stuart Conger); (6) "Tech Prep and Education Reform: Opportunities for Career Counseling" (Winifred I. Warnat); and (7) "The National Career Development Guidelines: A Status Report" (Juliet V. Miller). The appendix provides state profiles and local program descriptions. A glossary of terms is included. A list of National Career Development Guidelines products and ordering information is included. (ABL)

ED 357 307

CG 024 857

Krutilla, Jennifer O.

School Expectations from the Drug Using Family: Assisting and Understanding the Child and the Home.

PUB DATE- 27 Feb 93

NOTE- 13p.; Paper presented at the Meeting of the South Carolina Council for Exceptional Children (Myrtle Beach, SC, February 27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Society for Research in Child Development (New Orleans, LA,
March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- College Freshmen; College Sophomores; Comparative
Analysis; *Deduction; Grade 7; Higher Education; *Inferences;
Junior High Schools; Junior High School Students; *Prior
Learning; Reading Achievement; Reading Research; *Reading
Skills; Thinking Skills

A study examined how students make specific inferences from prose passages. Subjects, 44 first- and second-year college students and 40 seventh-grade students, read 3 prose passages, each containing 6 inferential questions. The premise information for each question was expressed in one of six deductive inference forms: transitive, exclusive disjunction, modus ponens, denied antecedent, affirmed consequent, and modus tollens. Results indicated that: (1) college students performed better than the seventh graders; (2) for the seventh graders, the ability to reason from false premises expressed in narrative form was correlated with reading skill; (3) for college students, reading ability had a general effect on inferential comprehension, but did not interact with either content or difficulty; and (4) there may be some improvement with age in the ability to reason from premises inconsistent with prior knowledge, provided the type of inference required is not too difficult. Findings suggest that a high level of reading ability helps students to reason about what they read, but does not by itself account for all forms of inferential comprehension. (Two tables and four figures of data are included. Contains 27 references.) (RS)

ED 357 327

CS 011 294

McCoy, Linda Jones

Integrating Predictable Book Techniques with Basal Reader
Instruction.

PUB DATE- 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basal Reading; Elementary School Students; Grade 1;
Instructional Effectiveness; Lesson Plans; Primary Education;
*Teaching Methods; *Whole Language Approach

IDENTIFIERS- Emergent Literacy; *Predictable Books

Noting that teachers have expressed a need for more information on how they can incorporate whole language into their classrooms, this paper describes ways of combining whole language techniques in a program that continues to use the basal reader. The paper first offers a brief view of the basic steps often used to incorporate predictable books into a basal program and then describes a year-long project in which a college reading methods instructor volunteered to teach (using predictable books and basals) on a daily basis with a group of 15 first graders. Sample lessons (emphasizing fluent reading, writing, and other language skills) written by graduate students of the college reading methods teacher are presented next, and these are followed by two learning sequences--one to use when the basal reader is the major method of instruction and the other to use when the basal is used as a supplemental

structures writing teachers observe empirically in texts are artifacts; and writing teachers should treat the texts as archeologists treat the artifacts they dig up--try to infer functions, to resurrect the strategies implicit in the structures and relate them to context. The second metaphor is ecological, emphasizing that genres exist in contexts and need to be explained as somehow fitting those contexts, for genres evolved as people adapted to communicative concepts. How to teach genre depends on the contexts of situations, and most especially on the students, on what they already know, on how the situations are experienced. Sometimes writing teachers should create situations in which students can reinvent the wheel of a genre. With some students, it may suffice to have them analyze and explain rather than reinvent a genre. More than particular types of writing, the most important lesson for student writers is to learn to notice genres, to make sense of genres, even to renovate genres. (Contains 25 references.) (RS)

ED 357 346

CS 213 798

Meagher, Eileen M.

Placement Examination: Writer's Expectations.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- College Freshmen; *Essays; Higher Education; High Schools; Journal Writing; *Student Attitudes; *Student Placement; *Writing Attitudes; Writing Improvement; Writing Research; *Writing Tests

IDENTIFIERS- University of Tennessee Chattanooga; *Writing Contexts

A study examined the expectations of incoming University of Tennessee at Chattanooga freshmen about an hour-long placement essay. Subjects, 96 randomly chosen students, responded to a series of 5 questions concerning what an essay is, what kinds of writing they had done, how they feel about writing tests, what topics they had written about in English classes, and their attitude toward having to take the required placement exam. Results indicated that: (1) students were confused as to what constitutes an essay; (2) many students engaged in journal writing, but there seemed to be little connection between such informal writing and their formal assignments; and (3) students tended to perceive writing as testing or as second guessing the mind of the teacher. Findings suggest that there is room for improvement in the writing curriculum of some high schools, including: taking the writing process seriously; approaching writing about literature in a more student-oriented manner; making creative writing available to all students; and appointing a director or coordinator of writing across the curriculum in each school. (RS)

ED 357 347

CS 213 799

LaRou, Mary K.

The Changing of the Guard: Attitudes in and toward Victorian Literature as Shown through Various Anthologies, 1876-1987.

PUB DATE- 89

NOTE- 63p.; M.A. Thesis, Oakland University.

LANGUAGE- English

of writing ability and how teachers can give students control of their own writing and of the writing conference and thus promote higher-order thinking. By providing insight into nontraditional writing settings, this book illustrates how college composition teachers can promote an exchange of ideas with their students and help those students achieve independence in their writing. Essays in the book include the following: (1) "Promoting Higher-Order Thinking Skills in Writing Conferences" (Thomas Flynn); (2) "A Counseling Approach to Writing Conferences" (David Taylor); (3) "Reevaluation of the Question as a Teaching Tool" (JoAnn B. Johnson); (4) "On the Issue of Authority" (David C. Fletcher); (5) "Looking for Clues" (Thomas C. Schmitzer); (6) "Experts with Life, Novices with Writing" (Marcia L. Hurlow); (7) "What Can Students Say about Poems? Reader Response in a Conference Setting" (Mary King); (8) "Using Conferences to Help Students Write Multiple Source Papers" (Patrick J. Slattery); (9) "Conferencing for the 'Learning-Disabled': How We Might Really Help" (Cornelius Cosgrove); (10) "Fostering Spontaneous Dialect Shift in the Writing of African-American Students" (Susanna Horn); and (11) "Writing Problems beyond the Classroom: The Confidence Problem" (Paula M. Oye). (SAM)

ED 357 366

CS 213 820

Musgrove, Laurence E.

Classical "Topoi" and the Academic Commonplace.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Freshman Composition; Higher Education; Persuasive Discourse; *Rhetorical Invention

IDENTIFIERS- *Academic Discourse Communities; Bartholmae (David);

Classical Rhetoric; Composition Theory; *Historical Background

An investigation of the various ways the term "topos" is used in classical rhetoric reveals the limited range of invention strategies offered by academic discourse pedagogy. Donald Bartholmae's work on basic writing addresses the relationship of the commonplace to topical invention within academic discourse. Investigation of the history of rhetoric reveals five categories of topoi: (1) dialectical; (2) particular; (3) propositional; (4) common; and (5) predicable. The belief that composition students should have access to a wide range of invention strategies justifies investigation of any academic discourse pedagogy that focuses on the particular and the propositional topoi of a specific discipline at the expense of the variety of common and predicable topoi shared by all disciplines. Composition courses should offer students an introduction to the general means of persuasion under the genus "topoi." Instructors should also introduce students to the two species of general and specific topoi; and to their further sub-species, the dialectical, the common, the predicable, the particular, and the propositional. Students should move from the general to the specific, from a wide range of general strategies for analyzing whatever knowledge they discover and produce in any rhetorical situation in and outside academia to

audience. As they are interpreted in the workshop, neither is very controversial. At La Salle, participants from the basic workshop signed up for the advanced workshop to learn how to construct assignments that provoke students to use higher order critical thinking skills. However, when presented with a rhetorical view of critical thinking which suggests that "tasks" or content cannot be divorced from the aim or function of language, and that the classical aims of language reflect the kinds of thinking not assumed under the traditional definition of "critical," students could not always see the relevance of these understandings. Perhaps nothing short of a semester-long seminar which permits serious study of the rhetorical tradition can induce faculty to question deeply embedded assumptions about the purpose of writing assignments and the relationship between language and thinking, which inevitably must lead to their questioning the purpose of their courses. (RS)

ED 357 386

CS 213 845

White, John O.; Denham, Carolyn H.

Subject Matter Assessment of Prospective English Teachers. Report of the California State University Workgroup on Assessment of Prospective English Teachers.

PUB DATE- Oct 87

NOTE- 51p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Assessment Centers (Personnel); Competency Based Teacher Education; Educational Assessment; Elementary Secondary Education; *English Teacher Education; Higher Education; Knowledge Level; Language Arts; *Measures (Individuals); Models; State Standards; Teacher Education; *Teacher Evaluation; Teaching Skills; Vocational Evaluation

IDENTIFIERS- *California; *College Teaching and Learning Collection; English Teachers

This publication is a guide to assessing the competence of prospective English teachers in the California public schools. The guide was developed as a part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and Executive Orders which are the basis for the guide, and the conference at which it was developed. A section on the principles of assessment in English outlines and describes unity of purpose among the diversity of programs, assessment design (process, features, scheduling), and the role of subject matter assessment in educational reform. The next section establishes two categories--first, personal and professional attributes of attitude, understanding and valuing which are generic competencies fundamental to all disciplines, and, second, competencies specific to English under four categories: literature, composition, language, and oral communication. A section on sources of information for assessments discusses general guidelines and methods of assessment information gathering including classroom activities, interviews, portfolios, testing, and a capstone course. A following section offers three model assessment

strategies. Twenty-three references are attached. (Author/RS)

ED 357 405

CS 508 182

Ma, Ringo

Taoist Thinking Pattern as Reflected in Communication.

PUB DATE- 14 Feb 93

NOTE- 21p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Chinese; *Cognitive Development; *Cognitive Style;

*Communication (Thought Transfer); Cultural Context; Discourse

Analysis; Higher Education; Idioms; *Taoism

IDENTIFIERS- Aristotle; Communication Behavior

Students' exposure to the Taoist thinking pattern should have a significant meaning in their cognitive development and life enrichment. The thinking pattern reflected in Taoist discourse is in sharp contrast to what is demonstrated in Aristotelian rhetoric. The circular thinking pattern usually resided in a paradoxical and/or relativistic statements and is a surrogate for the Taoist notion of infinity. It permeates into Chinese communication and can be found in many commonly used Chinese idioms. However, this thinking pattern is not exclusively Chinese. Similar patterns can be identified in North America as well, though they may not represent the mainstream pattern. Taoist thinking pattern is also consistent with the way different variables are found to be associated in communication studies. (Contains 22 references.) (Author/RS)

ED 357 406

CS 508 183

King, Corwin P.

Rhetorical Genre: The Countercommencement Address as Jeremiad.

PUB DATE- Feb 93

NOTE- 25p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- Audience Response; Commencement Ceremonies;

Communication Research; Discourse Analysis; Higher Education;

*Persuasive Discourse; *Rhetoric; Rhetorical Criticism;

*Speeches

IDENTIFIERS- *Jeremiads; *Rhetorical Strategies

The "countercommencement" address (sometimes composed in reaction to the traditional commencement address) may be usefully criticized as an example of the rhetorical genre known as the "secular jeremiad." This provides a conceptual framework for interpreting the motives and meanings of such an address, which is typically offensive in tone and content, as well as a further application of genre criticism itself. A secular jeremiad replaces the tenets of Puritan religion found in the traditional jeremiad with what can be described as the "civil religion of the American Dream." Secular jeremiads incorporate such values as effort, persistence, initiative, self-reliance, achievement, and material success. Three countercommencement addresses (two published in the "Chronicle of Higher Education"

DESCRIPTORS- Educational Administration; Educational Planning; Elementary Secondary Education; Foreign Countries; *Information Management; *Information Systems; Information Utilization; *Management Information Systems; *Microcomputers; *Training Methods

IDENTIFIERS- *Indonesia

This program contains four training modules on the development and use of the education management information system. It is designed primarily for planners and administrators at the provincial level in Indonesia, who are responsible for collecting, processing, and analyzing statistics for educational planning and management. The purpose of the program is to facilitate the use of microcomputers to increase the speed of access, flexibility, and versatility of this information. The training modules cover the basic framework of an integrated management information system, demonstrate setting up and using a system, show how interactive models can be developed on microcomputers, and illustrate how computer systems can be modified to cope with changes using readily-available, user-friendly software. Modules I-IV cover basic concepts and computer applications to educational planning management, development of the educational management information system, use of the management information system for management control, and use of the management information system for education planning. (JPT)

ED 357 426

EA 024 818

Connecticut Task Force on Charter Schools Report. Prepared for the Education Committee of the Connecticut General Assembly and the Connecticut State Board of Education Pursuant to Public Act 91-285.

PUB DATE- 7 Feb 92

NOTE- 39p.; Uneven print density may affect legibility.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; Elementary Secondary Education; Equal Education; Governance; *Pilot Projects; *Professional Autonomy; *Public Education; School Administration; School Choice; *State Action; Teacher Participation

IDENTIFIERS- *Charter Schools; *Connecticut; Empowerment

In this report, Connecticut's Task Force on Charter Schools recommends enacting legislation to establish six pilot charter schools to begin operation in fall 1994. As public schools or educational programs operating under a State Board of Education charter, charter schools would be: committed to quality student outcomes; staffed and controlled by certified teachers; and open to all students on an equal opportunity basis. The main body of the report consists of specific recommendations using a question-answer-discussion format. Church-related charter schools would not be permitted, and private schools would be ineligible to apply for charters. Like other state public schools, charter schools would be accountable for student achievement and assessment results. Teachers would be empowered to govern their charter school facilities; they would determine their school's curriculum and policies, develop annual budgets, set salaries, establish their own tenure rules, and make all employment decisions. Regulatory control would be minimal. Parents could choose to enroll their children in a charter school or withdraw them if dissatisfied with the school's

the relationship between the two. Controlling misbehavior is important to furthering effective teaching and learning. Also, alcohol and drug abuse seriously impedes students' personal growth and learning. Often related to misbehavior and drug problems is violence. Strong academic goals, clear discipline standards that are fair and consistent, and good staff-student relationships can improve school climate and help create an environment conducive to learning. Combating drug use must take into account the multiple risk factors many youth face, including individual psychological and interpersonal, family, and environmental factors. All groups inside the school and the community must be involved in ongoing efforts to provide information, develop resistance skills, and change community policies and norms. The problem of violence and weapons in schools also requires a comprehensive approach using prevention curricula and conflict resolution. Contains references to federal sources of publications and a list of 16 suggested readings. (JPT)

ED 357 446

EA 024 861

Aleem, Diane; And Others
Review of Research on Ways To Attain Goal Six: Creating Safe,
Disciplined, and Drug-Free Schools.

PUB DATE- 93

NOTE- 65p.; For related document, see EA 024 860. Prepared by the
Goal 6 Taskforce.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Discipline Policy; *Drug Abuse; Educational Change;
*Educational Environment; Elementary Secondary Education;
Government Publications; *Prevention; Substance Abuse; *Violence
IDENTIFIERS- Drug Free Schools; *National Education Goals 1990

Making every school in America free of drugs and violence and fostering a disciplined environment conducive to learning by the year 2000 is the aim of the sixth National Education Goal. Schools are far from this goal as violence, drugs, and discipline problems continue to disrupt learning. This report examines several aspects of schools and classrooms, their relationship to the community, and their effect on achieving disciplined schools free of drugs and violence. Subjects concerning problems in the classroom are curricula and instructional techniques for preventing drug use and violence. Also, organization and management for establishing and maintaining order in the classroom are addressed. Several areas are covered under the topic of schools: student population, school climate, school goals emphasized, leadership and decision making, policy and rule procedure and enforcement, student-grouping practices, and specialized roles and programs such as alternative schools. Also covered are school-community relationship issues including coordinated drug-use prevention and violence-reduction activities, as well as federal, state, and district education policies on drug use and discipline. The Goal Six objectives aim for implementation of firm and fair school drug policies, comprehensive K-12 drug-prevention programs, and community involvement in making schools safe and drug-free. (Contains 174 references.) (JPT)

ED 357 447

EA 024 865

teacher support are important; (3) overall progress toward high standards is difficult to assess; and (4) current federal systems may not support systemwide reform. A conclusion is that, for many districts, state and federal actions are needed to maintain commitment and find resources for reform. Establishing voluntary national standards is a first step, which should be accompanied by Congressional action to create awareness of promising reforms, provide professional development opportunities, and offer technical assistance. (LMI)

ED 357 467

EA 024 890

School Construction: Sallie Mae Financing Activities. Report to Congressional Requesters.

PUB DATE- Apr 93

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Buildings; Construction Costs; *Educational Facilities; *Educational Finance; *Federal Aid; *Federal Regulation; Higher Education; *School Support

IDENTIFIERS- *Student Loan Marketing Association

This report presents information on the Student Loan Marketing Association's (Sallie Mae) activities to finance the construction of academic facilities. Specific information is provided on: (1) the focus on Sallie Mae's college-construction activities to date; and (2) activities that would probably not have been financed under the changes to Sallie Mae's authority made by the Higher Education Amendments of 1992. Data were obtained from a review of laws, interviews with Sallie Mae officials, and a review of Sallie Mae inventory. A review of construction activities indicates that most transactions were for projects at 4-year private schools and were most often financed by bonds. A total of 183 transactions totaling nearly \$2 billion were classified into seven major project categories. Seven of the 183 transactions were selected as cases and reviewed. Regarding the impact of the 1992 Higher Education Amendments of construction financing, Sallie Mae officials estimate that they would not have approved \$1.1 billion of 52 percent of the transactions under the 1992 changes. Appendices contain Sallie Mae inventories of academic facility projects through December 31, 1991; a description of seven selected financing transactions; classification of facilities financing by school and project type; classification of facility-financing instruments by project type; and a list of major contributors to the report. (Contains three tables and two figures.) (LMI)

ED 357 468

EA 024 891

School District Administrative Costs, Regional Series, and Telecommunications. Special Study. Report to the Arizona Legislature by the Auditor General.

PUB DATE- Mar 92

NOTE- 125p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administration; *Cost Effectiveness; *Education Service Centers; Elementary Secondary Education; *Expenditure per Student; Public Schools; *School Districts; *School District Spending; School Surveys; *Telecommunications

IDENTIFIERS- *Arizona

outlines the rationale, origin, advantages, functions, and tasks of a middle school, along with setting parameters for its unique identity. Chapter 2 identifies the target population, emerging adolescents, and their specific characteristics and needs. Chapter 3 profiles the ideal middle-school teacher and defines the professional preparation, teaching strategies, and classroom-management styles recommended for this unique environment. The fourth chapter describes how to design an effective program, using as a prototype the 1990 Duval County (Jacksonville, Florida) middle-school conversion. The specifics of organization--team teaching, interdisciplinary teaming, and flexible modular scheduling--are explained in chapter 5. The sixth chapter identifies instructional leadership provided by teachers and the patterns of instruction they use. Chapter 7 shows how to develop creative instructional activities, materials, and learning environments. Chapter 8 offers pointers on planning a middle school and developing curriculum using the Wiles-Bondi Curriculum Management Plan as a model. The ninth chapter describes how to implement service delivery, recognizing that the implementation of inservice training, building facilities, and special programs is also an ongoing process. Chapter 10 shows how to monitor and evaluate the program continuously. Chapter 11 gives a brief outlook of the future direction of the middle school. Chapters 1-10 are supplemented by end-of-book appendices that include numerous forms, questionnaires, models, charts, and checklists. Selected learning activities, notes, and references accompany each chapter. (LMI)

ED 357 487

EA 024 912

Rich, John Martin; DeVitis, Joseph L.
Competition in Education.

PUB DATE- 92

NOTE- 206p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position
Papers/Essays (120)

DESCRIPTORS- Aggression; *Competition; Cooperation; *Educational
Cooperation; Educational Economics; *Educational Philosophy;
Elementary Secondary Education; *Nontraditional Education;
*Social Theories

This book discusses various major aspects of competition in education. It identifies competition within educational policies, programs, and practices, as well as the problems that certain forms of competition create. It also traces the influences of American competitive values on education. Chapter 1 provides an introductory overview of the competitive ethic in American culture, followed by a statement of the functions of competition and its significance. A model of competition is presented in chapter 2, and it is compared to differing interpretations of competition. Then, relations and differences among cooperation, competition, conflict, and aggression are examined. Chapter 3 explores themes of competition and cooperation in the following areas of social thought--social Darwinism, sociobiology, and the works of Freud, Hobbes, Piaget, and Adler. Economic models of competition are examined in the fourth chapter. Chapter 5 examines historical and contemporary ideas about competition in American athletics, looking at how the various proposals for athletic reform would affect competitive practices in education. The impact of the testing industry on American education is discussed in the sixth chapter. Chapter 7 describes the debate between

efficacy. High-efficacy principals (those who reported the highest levels of self-efficacy) across all three education levels said that they had minimal additional duty assignments and used fewer sick days. Principals across all three levels with moderate levels of self-efficacy were characterized by a high number of additional duty assignments and a high number of sick/personal days. Low-efficacy principals across all three levels reported that they had lower salaries, higher building populations, a high number of additional duty assignments, and used an extremely high number of sick/personal days. A conclusion is that further research on demographic variables that affect principals' efficacy is needed. Periodic measurements of efficacy are recommended for understanding principal effectiveness in the school environment. Six tables are included. (Contains 16 references.) (LMI)

ED 357 057

EA 024 954

Green, James; Barnes, Donald

Discipline in Secondary Schools: How Administrators Deal with Student Misconduct.

PUB DATE- 93

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Responsibility; *Administrator Role;

*Discipline; *Discipline Policy; *Discipline Problems;

Intermediate Grades; Legal Problems; Legal Responsibility;

Middle Schools; Sanctions; Secondary Education

IDENTIFIERS- *Indiana

Findings from a study that examined the ways in which secondary-school administrators deal with student misconduct are presented in this paper. A secondary focus is the effect of school size and community type on administrators' perceptions and actions. A survey mailed to 100 middle and 100 secondary-school administrators from 302 Indiana school districts elicited 89 responses. No significant relationship was found to exist between school size or community type and the ways in which administrators handle student misconduct. The extent of discipline problems was not affected by school size and community type. Administrators most frequently used the conference to handle misconduct and employed a limited number of options for handling minor offenses--such as conferences, parental notices, detention, suspension, and expulsion. The data did not reflect unreported student misconduct. A conclusion is that administrators appear to deal with student misconduct in a fairly uniform way, using conventional methods. Also, the legal context for school discipline, which is concerned with student rights, has had a homogenizing effect on administrators' responses to student misconduct. One table is included. (Contains 13 references.) (LMI)

ED 357 058

EA 024 957

Walters, Donald L.

The Equalized Formula in Pennsylvania School Finance: A Multi-Year Perspective.

PUB DATE- 15 Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

the Child and Adolescent Service System Program are highlighted. In the Winter 1988-89 issue, an article on alternatives to residential placements describes states' efforts to develop new services, modify fiscal incentives, establish stricter gatekeeping mechanisms, increase accountability, develop policies and statutes, and modify attitudes. In the Summer 1989 issue, an article by Jane Knitzer and Susan Yelton discusses interagency collaboration among public child welfare agencies and child mental health agencies, emphasizing the growth of family preservation services and appropriate placement. The Summer 1990 issue features an article by Michael K. Johnson and Robert M. Friedman which summarizes issues and trends in the development of effective treatment plans. The feature article of the Summer 1991 issue is titled "Strength-Based Assessment" written by Michael K. Johnson and Robert M. Friedman. It discusses the assessment and utilization of individual and family strengths in treatment planning and offers guidelines for staff to implement strength-based assessments. Feature articles include references. (DB)

ED 357 526

EC 302 068

Wright, Tennyson J., Ed.; Leung, Paul, Ed.
Meeting the Unique Needs of Minorities with Disabilities. A
Report to the President and the Congress.

PUB DATE- 26 Apr 93

NOTE- 112p.; The report is a summary of the proceedings of the Conference on Minorities with Disabilities (Jackson, MS, May 6-7, 1992); and a public hearing on how minorities with disabilities are faring under the Americans with Disabilities Act of 1990 (October 21, 1992).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Compliance (Legal); Databases; *Disabilities; Educational Needs; Employment; Federal Legislation; *Government Role; Health Services; Incidence; Mental Health; *Minority Groups; *Needs Assessment; Outreach Programs; Prevention; *Public Policy; Recordkeeping; Research Needs; Substance Abuse; Vocational Rehabilitation

IDENTIFIERS- *Americans with Disabilities Act 1990; Empowerment
This report presents results of a 1992 conference on the unique needs of minorities with disabilities. Major recommendations include: increased coordination of government policies and programs for this population; authorization of targeted research on minorities with disabilities; outreach efforts to ensure participation by minorities with disabilities; development of a data set sufficient to assess the incidence and prevalence of disabilities; and enforcement of the Americans with Disabilities Act (ADA). Also included are findings of a 1992 public hearing on how minorities with disabilities are faring under the ADA. Summaries of commissioned papers presented at the conference are also provided. Papers are as follows: (1) "Introduction: Minorities with Disabilities" (Paul Leung and Tennyson J. Wright); (2) "Educational Needs of Minorities with Disabilities" (Frederick D. Bedell); (3) "The Vocational Rehabilitation of Minorities" (Frank L. Giles); (4) "Employment of Minorities with Disabilities" (Alyce Earl Jenkins); (5) "Empowerment of Minorities with Disabilities" (Eva P. Britt); (6) "Mental Health and Minorities: Emerging Issues" (Timothy Summers); (7) "Prevention of Primary and Secondary Disabilities" (Julie Clay); (8) "Minorities, Physical Health and Disability" (Anita

McFadden and Edward P. Burke); "The ADA: Thoughts on Its Place in History" (Elizabeth M. Boggs); "The Battle Half Won" (Rick Berkobien); "The ADA and Employment: Does It Go Far Enough?" (Robin A. Jones); "Reasonable Accommodation in the Workplace" (Susanne M. Bruyere and Connie Ferrell); "Accommodation is Key to ADA Implementation" (Rachel Wobschall); "Title II: Accessible Programs and Services" (Deborah Leuchovius); "Transportation: New Rights, New Challenges" (Kurt Strom); "Customer Service: One City's Vision of Inclusion" (Lorinda Pearson and others); "Title III: Full Inclusion in Public Accommodations" (Charlie Lakin); "Access Goes Beyond Bricks and Mortar" (Robin A. Jones); "Designing for All: Beyond the ADA to Universal Design" (Harold Dean Kiewel); and "Claiming the Promise: Parents and the ADA" (Patricia McGill Smith and Anne M. Lauritzen). A list of nine organizations and nine publications concludes the bulletin. (JDD)

ED 357 546

EC 302 089

Anderson, Deborah, Ed.; And Others
Aging and Developmental Disabilities. Feature Issue.
SPONS. AGENCY- Administration on Developmental Disabilities
(DHHS), Washington, D.C.; National Inst. on Disability and
Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Advocacy; Agency Cooperation; *Aging (Individuals);
Alzheimer's Disease; Coordination; *Developmental Disabilities;
Downs Syndrome; Ethnic Groups; Family Caregivers; Health
Services; *Human Services; Leisure Time; *Older Adults;
Planning; Retirement; Siblings; Social Integration

This feature issue of a bulletin on community integration points out the challenge of making service systems more familiar with and responsive to the needs of older adults with developmental disabilities and their families. It includes articles with the following titles and authors: "Living on the Edge" (Arthur Campbell, Jr.); "Aging and Developmental Disabilities: State of the Art, State of the Need" (Thomas J. Lottman); "Disability, Aging, and Ethnicity: A Call for Inclusion" (Mariellen L. Kuehn); "Person-Centered Planning in Case Coordination" (Deborah J. Anderson and Alan Factor); "Person-Centered Later Life Planning: A Model" (Kathryn Heck and others); "No More Lone Rangers: It's Time for Collaboration" (James A. Stone and M. C. Martinson); "Welcoming Self Advocates" (Esther Lee Pederson); "Retirement of Older People with Developmental Disabilities" (Harvey L. Sterns and Evelyn Sutton); "Looking for Answers: Leisure Needs of Aging Adults with Developmental Disabilities" (Barbara Hawkins); "Integrated Leisure Options: The Peer Companion Model" (Ruth S. Roberts and Evelyn Sutton); "Aging Family Caregivers: Planning for the Future" (Tamar Heller); "Siblings: The Next Generation of Family Supports?" (Gary B. Seltzer); "Health Services for Older People with Mental Retardation/Developmental Disabilities" (Deborah J. Anderson and Patricia Moran); "Health Issues for Aging Persons with Down Syndrome" (Marilyn Adlin); and "Programming for Persons with Alzheimer's" (Bill Everett). A resources section lists three organizations and nine publications. (JDD)

ED 357 547

EC 302 090

White, Karl R.; Mauk, Gary W.

reasons for program choice. The study concluded that, although males and females did not differ in their plans to remain in math/science, a number of factors were identified that may work together to produce a higher defection rate among women than among men, such as heavy workloads, differential perceptions of ability in nonscience fields, and social networks. (Contains 21 references.) (JDD)

ED 357 566

EC 302 110

Jakupcak, Jo; Rushton, Richard
Corvallis School Inclusion Project.
PUB DATE- Aug 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Disabilities; Instructional Effectiveness;

*Learning Strategies; *Mainstreaming; Models; Program
Effectiveness; Program Implementation; *Regular and Special
Education Relationship; Secondary Education; Study Skills;
*Team Teaching

IDENTIFIERS- Corvallis School District 1 MT

The "Teach Me To... Teach Me, Too!" program is designed to meet the needs of secondary students with disabilities within the regular educational setting and with the regular educational curriculum. It utilizes a team teaching approach, allowing the regular educator and the special educator to work as a true team in an efficient and effective manner. The model involves pre-teaching key concepts to those students identified as having special learning needs; then teaching the entire class, often using cooperative learning groups; and subsequently giving special needs students an opportunity to review key concepts before testing occurs. The regular educator teaches course content, and 1 day a week the special educator presents a lesson on learning per se, focusing on learning styles, time management, notetaking, test-taking strategies, and other topics. Of 10 students with special needs who took part in this supported educational effort, all passed the course with a grade of "C" or better. (JDD)

ED 357 567

EC 302 111

Montgomery, Becky
Risk Management.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.;
North Carolina State Div. of Mental Health, Raleigh. Mental
Retardation and Substance Abuse Services.

PUB DATE- Sep 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Child Caregivers; Day Care; *Disabilities; Human
Services; Infants; *Insurance; *Legal Responsibility; Policy
Formation; Program Development; *Respite Care; *Risk; Toddlers;
Young Children

IDENTIFIERS- Crisis Child Care; Crisis Management; *Risk
Management

Temporary child care programs, such as crisis nurseries or

communication strategies; (4) what paraeducators need to know about teachers; (5) a flowchart for the production of paraeducator job descriptions; (6) a sample paraeducator job description; (7) a job description analysis checklist; (8) an instrument to assess the role perception of teachers and paraeducators; (9) a core curriculum for paraeducators; (10) effective use of the paraeducator as a tutor; (11) a form for paraeducators to evaluate instructional sessions they have taught; (12) tutoring guidelines; and (13) a checklist for preparing for the tutoring session. (JDD)

ED 357 587

EC 302 135

What Is Assistive Technology and What Can It Do for Me or My Family? and Creating a Family-Driven Technology Team. Key Notes.

PUB DATE- 90

NOTE- 8p.; Funds were provided by the Agent Orange Class Assistance Program and United Cerebral Palsy Associations, Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Parent Role; *Teamwork

Two brief fact sheets for families of children with disabilities provide basic information on: (1) assistive technology within the family setting, and (2) the concept of parent management of a technology team. The first fact sheet briefly defines assistive technology and discusses technology for physically and mentally challenged individuals, differences between high and low technology aids, examples of assistive technology aids, and identification of assistive technology needs. The second fact sheet offers a rationale for families playing a key role on the technology team, outlines the role of parents as team managers, and gives suggestions for selecting team members. Five suggested resources and publications conclude the second fact sheet. (DB)

ED 357 588

EC 302 136

Misconceptions on Buying A Computer! and "But, We Don't Have the Money..." (Or as It Should Be "The Check's in the Mail..."). Key Notes.

PUB DATE- 93

NOTE- 12p.; Funds were provided by the Agent Orange Class Assistance Program and United Cerebral Palsy Associations, Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Assistive Devices (for Disabled); *Child Advocacy; Compliance (Legal); *Computers; Delivery Systems; *Disabilities; Early Childhood Education; Educational Media; Elementary Secondary Education; *Financial Support; Grants; Microcomputers; *Purchasing; Technology

Two brief information pamphlets for families of children with disabilities provide: (1) consideration of common misconceptions in buying a computer, and (2) suggestions of ways that parents can obtain assistive technology devices and services from various service delivery systems despite their claims of lack of funds. In the first information brief, seven

Consumer Electronic Repair. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 75p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; Cooperative Education;
*Electronic Equipment; *Electronics; Electronic Technicians;
Employment Potential; Entrepreneurship; Facility Guidelines;
Instructional Materials; Job Skills; Occupational Information;
Postsecondary Education; Professional Development; *Program
Content; Program Development; Program Guides; *Program
Implementation; Repair; State Curriculum Guides; Student
Organizations; Student Participation; Teacher Improvement;
Technical Education; *Television Radio Repairers;
Troubleshooting

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a consumer electronic (radio and television) repair program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of consumer electronic repair and documents the level of achievement that the student demonstrates. (KC)

Computer Electronics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; *Computers; Cooperative
Education; *Electronic Equipment; *Electronics; Electronic
Technicians; Employment Potential; Entrepreneurship; Facility

equipment, procedures, information sheets, laboratory sheets, self-check and answers, activity sheet, written test, and a performance test. The Career Merit Achievement Plan (Career MAP) is a checklist of student progress in the competencies required for entry into the field of nursery operations, to be kept by student and teacher. (KC)

ED 357 156

CE 062 093

Fine Tuning the Mechanics of Success for Families. An Illinois Family Literacy Report. Report 3: Evaluation and Program Development.

SPONS. AGENCY- Chicago Tribune Charities, IL.; Illinois State Board of Education, Springfield.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.

PUB DATE- 92

NOTE- 131p.; For reports 1-2, see ED 337 052; for report 4, see CE 062 094.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; *Evaluation Methods; *Family Programs; *Literacy Education; Program Development; *Program Effectiveness; *Program Evaluation; State Programs; Statewide Planning; Student Evaluation

IDENTIFIERS- *Family Literacy; Illinois

As a follow-up to phase 1 in reports 1-2, this report presents the second and third phases of a project which examined changes in seven Illinois family literacy programs, assisted the sites in implementing evaluation systems, and tested the usefulness of an evaluation framework. In phase 2, structured and conversational interviews and site observations yielded the following findings: (1) all of the programs grew and changed profoundly, often adding components and changing focus toward the goal of integrating adult and child learning goals; (2) emphasis on door-to-door recruitment and participatory education increased; and (3) many felt the need for more information on activities that engage adults and children in reciprocal learning, the weakest component. Recommendations were made to continue to investigate the best practices in family literacy, to provide technical assistance and staff development to establish professional standards for family literacy staff, and to provide additional funding for creative, well-established programs. In phase 3, six of the seven sites devised internal evaluation mechanisms based on the framework devised in phase 1. Synthesis of these evaluation findings revealed the following: (1) evaluation is more meaningful when integrated with program development; (2) criteria for student evaluation should be incremental; (3) technical assistance helps programs focus evaluations and set reasonable goals; (4) alternative assessments may more accurately document learner progress; and (5) portfolio assessment should receive greater attention. The project concluded that, without stable funding and staff, programs should focus on evaluation strategies that are useful to program development and assist students in achieving their goals. (A bibliography lists 55 references. Eight appendixes provide the site visit questionnaire and evaluation reports for seven projects.) (KC)

ED 357 157

CE 062 094

Fine Tuning the Mechanics of Success for Families. An Illinois

contact information, a list of recommended readings, and an annotated list of resource organizations are provided for each strategy. Federal government employment and training programs are identified; contact information is provided.) (YLB)

ED 357 175

CE 063 490

Lindsay, Norene

Dream Catchers. Developing Career & Educational Awareness in the Intermediate Grades. Student Activity Book.

PUB DATE- 93

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Choice; *Career Exploration; Intermediate Grades; Job Skills; Learning Activities; Occupational Aspiration; Occupational Clusters; *Occupational Information; *Self Evaluation (Individuals); *Skill Development; Time Management; Workbooks

This workbook, aimed at students in the middle grades, was developed to help students plan for their futures. The workbook consists of three parts. Part 1 leads students to explore the world of careers. It includes information on career clusters and what workers in each type of cluster do. It also includes information on volunteer work and home duties. Part 2 helps students to discover their skills, relating academic skills to job skills. The third part of the workbook covers ability, effort, and achievement, time management skills, and setting goals for making dreams come true. Throughout the workbook, students gain self-knowledge and career information through exercises and examples. The workbook is profusely illustrated with black and white drawings. (KC)

ED 357 176

CE 063 506

Hayes, Holly, Ed.; Marmolejo, Jill, Ed.

Bee a Reader.

PUB DATE- Jun 89

NOTE- 158p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; Behavioral Objectives; Instructional Materials; Learning Activities; *Literacy Education; *Newspapers; *Reading Instruction; Teaching Guides; Vocabulary Development

IDENTIFIERS- *Fresno Bee

This publication is a tutor's guide to teaching basic literacy using The Fresno Bee, a California newspaper, as the primary "textbook." The course is aimed at English-speaking adults and is designed to teach reading in an interesting and entertaining way that promotes self-motivated study, both in the classroom and at home. The guide is divided into three parts, each with 25 lessons. Designed for the nonreader who knows almost nothing about language, not even the sounds of the letters, Part I begins with letters and sounds and introduces students to the reading of basic words. The printed and cursive alphabets are introduced, along with the concept of alphabetization. Designed for students who have some knowledge of sounds and words, either through pretutoring or following the lessons in Part I,

capacity to strengthen the work force and promote improved employment opportunities for older persons through better awareness and educational resources, innovative employment practices and training opportunities, improved work force preparation services, and more effective advocacy. In New York, initiatives are recommended for the Job Training Partnership Council, State Office for the Aging, State Education Department, Department of Labor, and Department of Economic Development. (YLB)

ED 357 195

CE 063 584

Van Horn, Barbara; And Others
Development and Evaluation of a Model Family Literacy Program.
Revised.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jul 92

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Family

Involvement; *Literacy Education; Models; Parent Child Relationship; Parenting Skills; *Parent Participation; Program Development; Program Effectiveness; Program Evaluation;

*Program Implementation; Tutoring; Tutors; Volunteer Training

IDENTIFIERS- *Family Literacy; Pennsylvania (Centre County)

The Family Learning Project, a family literacy program, focused on providing Centre County, Pennsylvania, families with basic skills instruction within the context of family learning.

Parents, working with specially trained family literacy tutors, received basic skills instruction tailored to their individual and family needs. Using the functional context approach to

instruction, basic skills were taught within the context of family literacy and parenting activities. Project activities encouraged parents to take a proactive role in their children's education and encouraged them to explore cultural differences.

The project successfully recruited and trained 23 family literacy tutors; 14 families were recruited and placed with volunteer tutors. Results of the Bader Reading and Language

Inventory administered to participating parents were encouraging. Interviews indicated that all participants improved family literacy behaviors in at least one area. Tutors found their experiences rewarding, positive, and worthwhile and

felt their assigned parent benefited from the program. Recommendations regarding replication suggested programs consider these issues: characteristics of target population,

staff development and support, and interagency collaboration. (Appendixes include a curriculum outline/objectives list, a

list of tutor training objectives and agenda, two sample student profiles, an interview schedule, and evaluation forms. (Contains 25 references.) (YLB)

ED 357 196

CE 063 585

Guigley, B. Allan
Understanding and Overcoming Resistance to Adult Literacy Education.

PUB DATE- 92

NOTE- 130p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; Dropout

them with the skills to become responsible for their own lives; (7) the modernization of the Polish VET system is a process and not the result of a single policy act; (8) VET can play a very active role in social and economic development by making people capable of taking employment initiatives and by creating demand for qualifications that previously were not available; (9) no ideal system can be designed at this point, but a "bottom-up" structure should be considered; (10) centralized experiments in reform should be tried; (11) regional training centers should be established; (12) a mixture of financial sources for financing the VET system should be sought; (13) the role of teachers should be considered; and (14) regional networks and a national network should be developed. (Appendixes include the following: a summary of the outcome of the discussions with Polish Ministries and foreign donor representatives and proposals for further action; biographies of the report authors; 86 references; and a review of the Polish VET system.) (KC)

ED 357 214

CE 063 614

Cranton, Patricia
Planning Instruction for Adult Learners.

PUB DATE- 89

NOTE- 215p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Adult Programs; Adult Students; Behavioral Objectives; *Course Evaluation; Foreign Countries; Individual Characteristics; *Instructional Development; *Instructional Effectiveness; Integrated Curriculum; Sequential Approach; Student Evaluation; Teacher Role

This guide outlines a practical six-step procedure to plan education for adult learners. The first chapter outlines the instructional planning procedure, which integrates existing knowledge about how adults learn and the principles of designing instruction and examines the principles of adult learning. The next six chapters describe the following steps in planning instruction for adults: considering the learning audience (audience description, entry behaviors, learner characteristics); writing learning objectives (domains and levels of learning, objectives and the adult learner); sequencing instruction (types of instructional analyses, implementation of an instructional analysis, alternative sequencing principles); developing an instructional strategy (instructional methods, materials, coordination of methods and materials to instructional situations, general characteristics of effective instruction); evaluating learning (evaluation approaches, evaluation and adult learners, types of testing techniques, selection of appropriate evaluation techniques, test construction, test evaluation and revision, grading, and grading systems); and evaluating instruction (developing an evaluation procedure, setting evaluation criteria, collecting and interpreting information. The final chapter discusses the future of adult education, issues and conflicts in the life of the adult educator, and theory building and research. Contains 56 references. (MN)

ED 357 215

CE 063 615

in vocational classrooms and participate in a one-graduate-credit course taught via LiveNet (one-way video, two-way audio). (A concept outline that guided the educators in development of the interdisciplinary units is appended.) (YLB)

ED 357 232

CE 063 635

Radhakrishna, Rama B.; And Others
Characteristics of Literature Cited in the "Journal of
Agricultural Education": An Empirical Study.

PUB DATE- Dec 92

NOTE- 7p.; Paper presented at the Annual Meeting of the American
Vocational Association (St. Louis, MO, December 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agricultural Education; Citation Analysis;
*Citations (References); *Educational Research; Higher
Education; Research Methodology; *Research Reports; Vocational
Education

IDENTIFIERS- *Journal of Agricultural Education

A citation analysis study examined the nature of sources cited in the articles published in five volumes of the "Journal of Agricultural Education" (JAE) during the decade 1980-1990. Information was sought concerning the citation structure of the JAE over the 10-year period, the relative importance of types of citations referenced by authors publishing articles in the JAE, and the structure of the agricultural and extension discipline as indicated by self-identity and compactness. A systematic sample of 19 issues comprising 162 articles was analyzed to accomplish the study objectives; citations were categorized according to Goldsmith's (1983) research. Some of the results of the study were the following: (1) the number of articles and the number of citations used have increased over the years, with the mean number of citations per article more than doubling; (2) agricultural educators are most likely to quote information from journals (26 percent), followed by books (24 percent), bulletins and reports (23 percent), dissertations and theses (13 percent), and magazines and conference proceedings (8 percent); (3) the use of journals, books, bulletins and reports, dissertations and theses, and conference proceedings has increased over the years, and the use of magazines has declined; and (4) frequent citation of the same journals reveals that the discipline of agricultural education research appears to have a strong self-identity and that it is compact. The study concluded that agricultural educators and the JAE should branch out by conducting and publishing research in nontraditional areas of agricultural education and by examining and citing more research conducted in other disciplines. (Contains 18 references.) (KC)

ED 357 233

CE 063 636

Private Industry Councils: Examining Their Mission under the Job
Training Partnership Act. Special Report Number 35.

PUB DATE- Mar 93

NOTE- 160p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Employment Programs;
*Federal Programs; Institutional Mission; *Job Training;
Postsecondary Education; *Program Attitudes; Program

were more likely than Whites to enroll in classroom training and job search help and less likely to enroll in on-the-job training; White youths were more likely than Blacks to enroll in on-the job training); and (6) site administrative practices (private industry council role, performance-based contracts), success in exceeding performance standards, service emphasis, and patterns of enrollment for treatment group members varied considerably from site to site. (The report includes a list of 20 references; 66 tables; and appendixes that include profiles of the sites studied, supplementary tables, and data sources for the report.) (KC)

ED 357 250

CE 063 664

Simelane, M. Jethro; Miller, Larry E.
Use of Agricultural Subject Matter by Secondary Students in Swaziland. Summary of Research SR 69.

PUB DATE- 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; Curriculum Development; Developing Nations; Educational Attitudes; Educational Improvement; *Educational Needs; *Education Work Relationship; Foreign Countries; High Schools; High School Students; *Outcomes of Education; *Program Effectiveness; *Student Attitudes

IDENTIFIERS- *Swaziland

A descriptive-correlational study was conducted to determine the extent to which students used the subject matter content taught in the "0" Level School Agriculture Program in Swaziland. The target population was 493 graduating "0" Level agriculture students in Swaziland. Data were collected in a school visit and through a mailed survey monitored to ensure 100 percent response. The questionnaire contained five sections that measured content in the following areas: plants and soil science, livestock and poultry production, farm structures and machinery, management and operation of agriculture business, and personal characteristics. The study found that students enrolled in the program rarely used the information they learned in the program and had low intentions of using it in their future. A number of recommendations were made: ensure that education is integrated with work; employment skills in agriculture should be used as a basis for curriculum content; students should be trained to use the skills taught; and agriculture should be taught as applied science. Further research was also recommended. (Contains 11 references.) (KC)

ED 357 251

CE 063 665

Whittington, M. Susie; Newcomb, L. H.
Aspired Cognitive Level of Instruction. Assessed Cognitive Level of Instruction and Attitude toward Teaching at Higher Cognitive Levels. Summary of Research SR 70.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; *Cognitive Processes; *College Faculty; *Critical Thinking; Educational Assessment; Educational Needs; Educational Objectives; Higher Education; *Teaching Methods

programs and to teach special student populations was also identified as a need. New types of vocational specialists needed to be prepared for private sector opportunities. One of the greatest challenges was a paucity of high quality research dealing with critical issues in vocational education and teacher preparation. (Contains 63 references.) (YLB)

ED 357 268

CE 063 696

Argyris, Chris

Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change.

PUB DATE- 93

NOTE- 309p.; Jossey-Bass Management Series and Jossey-Bass Social and Behavioral Science Series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Action Research; Adult Education; Case Studies; *Change Strategies; Consultation Programs; Field Interviews; Guidelines; Intervention; Needs Assessment; Observation; *Organizational Change; Organizational Climate; Organizational Communication; *Organizational Development; *Problem Solving; Program Implementation; *Research Methodology

This guide is intended to help organizational researchers involved in diagnosing organizations and helping them change. Part 1 focuses on defensive routines that limit learning at the organizational, intergroup, group, and individual levels. Part 2 focuses on the case study of a consulting firm at which a climate fostering learning and change was established. Each chapter in Part 2 covers one of the following steps in diagnosing and intervening in an organization: (1) interview and observe the players; (2) organize the findings for learning and action; (3) conduct meaningful feedback sessions; and (4) facilitate the change seminar with live cases. Part 3 discusses the following possible outcomes of the four-step diagnosis and intervention process: stopping button pushing and explosive relationships, overcoming resentment and rebuilding trust, managing the clash of expectations and needs to build new team leadership, getting feedback from below, and discussing and correcting out-of-control routines. The final section of part 3 summarizes the implications of the case study in the form of a model for change and improvement. A discussion of the implications for conducting research that produces actionable knowledge that can be used by practitioners is appended. The bibliography lists 215 references. (MN)

ED 357 269

CE 063 697

Bush, Marcia, Ed.; Taylor, Helen Parcell, Ed.

Developing Leadership in Business Education. National Business Education Yearbook, No. 31.

PUB DATE- 93

NOTE- 180p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Business Education; *Business Education Teachers; Decision Making; Entrepreneurship; Grantsmanship; *Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Styles; Leadership Training; National Programs; Postsecondary Education; Proprietary Schools; School Business Relationship; Secondary Education; *Skill Development; State Programs;

lists clusters. A vocational cluster information sheet for each cluster provides vocational courses sequences for this cluster, strongly recommended academic courses, suggested electives, recommended experiences or activities, and career information (lists of occupations students could enter following graduation from high school or postsecondary school). A program of study worksheet showing courses by grade level is also provided for each cluster. A sample information packet to help districts design their own marketing materials is appended. (YLB)

ED 357 288

CE 063 757

Applied Communication. Florida Teaching Supplement.

PUB DATE- Sep 91

NOTE- 144p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; *Cooperative Learning; Instructional Materials; *Integrated Curriculum; *Interpersonal Competence; Language Arts; Learning Activities; Learning Modules; Problem Solving; Secondary Education; Tests; *Vocational Education

IDENTIFIERS- *Applied Communication; Florida

The information in this supplementary notebook is intended to provide teachers with additional materials, ideas, suggestions, and activities to help in implementing the Applied Communication modules that combine language arts skills with vocational applications. The Applied Communication instructional materials were funded and developed by a consortium of states and Canadian provinces in association with the Agency for Instructional Technology. Fifteen modules discuss student assessment, writing activities, cooperative learning, teacher's role in cooperative learning, and hints for cooperative learning. Types of materials and activities include suggestions for discussions and field trips, charts, problem-solving simulations, completion of sample job applications, and rating sheets. Tests are provided for each module. The modules cover these topics: communicating in the workplace; gathering and using information in the workplace; using problem solving strategies; starting a new job; communicating with coworkers; participating in groups; following and giving directions; communicating with supervisors; presenting one's point of view; communicating with clients and customers; making and responding to requests; communicating to solve interpersonal conflict; evaluating performance; upgrading, retraining, and changing jobs; and improving the quality of communication. Some additional forms and samples are appended. (YLB)

ED 357 289

CE 063 758

Applied Mathematics. Florida Teaching Supplement.

PUB DATE- Sep 91

NOTE- 204p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Calculators; *Cooperative Learning; Estimation (Mathematics); Instructional Materials; *Integrated Curriculum; Learning Activities; Learning Modules; *Mathematical Applications; *Mathematics Skills; Probability; *Problem Solving; Ratios (Mathematics); Secondary Education; Statistics;

PUB TYPE- Reports - General (140), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Abuse; Elementary Education; Elementary School Students; *Family Problems; *Family School Relationship; Parent Child Relationship; *Substance Abuse
IDENTIFIERS- *Dysfunctional Family

In the past 15-20 years drug use in U.S. society has increased among women of childbearing age. Therefore, the task facing multidisciplinary professionals (physicians, social workers, psychologists, drug rehabilitation workers) is much more comprehensive than ever before. All practitioners need to understand the service provided to women in recovery and their families. Substance abuse undermines normal patterns of interaction and alters commitment priorities. Similarities present in substance abusing families may include poor parenting skills, unreasonably high expectations for their children, lack of supervision, lax/coercive disciplinary techniques, social isolation, lack of cohesion, family psychological problems, antisocial behaviors, stress, and conflict. An individual raised in a dysfunctional (alcoholic, substance abusing, abusive) family develops characteristics of rigidity, silence, denial, and isolation. Recovery and rehabilitation from cocaine and/or other licit and illicit substance abuse may include programs incorporating all or some of the following methods: detoxification from the substance(s); individual and group psychotherapy; family support and intervention; vocational and/or educational preparation; parent-skill training; early intervention programs for drug-exposed young children; and Twelve Step Support Groups. Although some maternal addicts seek voluntary rehabilitation for their illness, others are involuntarily retained by the judicial system. Problematic conditions place cocaine/polydrug exposed young children at high risk for organicism (related to birth) and environmental stressors (caregiving), and synergistically magnify vulnerability to the perpetuated, generational dysfunction. (Four case studies are included). (ABL)

ED 357 308

CG 024 858

Faulkner, Robin; And Others
Student Assistance Program.

PUB DATE- Apr 92

NOTE- 30p.; Paper presented at the Student Services Statewide Conference (2nd, Winston-Salem, NC, April 27-30, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Drug Education; Intervention; Peer Counseling; Prevention; *School Community Programs; *School Counseling; School Guidance; *Secondary Education; Secondary School Students; *Substance Abuse

The Student Assistance Program (SAP) is a chemical use prevention and early intervention program. Entering the fifth year of implementation, the SAP has expanded from a part-time service contracted with Mental Health to a school-based program serving two high schools and three middle schools. The program is broad based, employing a variety of strategies to prevent chemical use and to intervene when a student does exhibit at-risk behaviors. Through SAP 100% of the students at the participating schools are reached through group guidance and up to 35% of the students are served on an individual basis. At the school level, the Core Team of administrators, counselors,

book. It is concluded that observational data in the classroom supports the combination of predictable books and the basal reader approaches to reading instruction. (RS)

ED 357 328

CS 011 295

Hauser, Jerald

Child Nurture and Education: Searching for Promises in the Midst of Perils.

PUB DATE- 24 Apr 93

NOTE- 13p.; Paper presented at the Annual Early Childhood Conference (15th, De Pere, WI, April 24, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150).Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Class Size; Early Childhood Education; *Family Environment; Parent Participation; *Reading Instruction; *Young Children

IDENTIFIERS- *Educational Issues; Emergent Literacy

Parents, teachers, and other caregivers need to be aware of certain fundamental concepts to protect children from assault, abuse, and neglect. Among other things, children need: to understand what being a "stranger" means; to have sources of self-esteem (that thrive when children are loved unconditionally); to have good communication with various caretakers; to know that adults make mistakes; to know the importance of telling about abusive situations; to receive smiles, hugs and kisses, etc., from good people); and to know that they have the right to be safe. Parents should be educated to ask early childhood caregivers about the safety of indoor and outdoor program areas; about health and safety rules; and about parent involvement. Some of the perils that face child educators include: (1) the attitude that many preschool children come from homes that have already destined them to failure, despite research that shows what good schools can do to remedy this. (2) the attitude that the best reading intervention sources must be reserved for elementary remediation, even though that means calling up the reinforcements so late; (3) the notion that it is a wise policy to keep some children from entering second grade and to put them instead in some limbo program after first grade, despite evidence that such students are more likely to drop out; (4) the nostrum that smaller kindergarten and primary school classes need to be nationally pursued, despite decades of research into pupil group size reductions indicating temporary gains not worth the extra expense that schools had to take on; and (5) the attitude that whole language instruction can replace phonics driven preschool, kindergarten, and primary curriculums. (RS)

ED 357 329

CS 011 297

Rudd, Amanda S., Comp.

Family Literacy: A Bibliography.

PUB DATE- 89

NOTE- 100p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Literacy; Adults; Annotated Bibliographies;

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Anthologies; *Attitude Change; Authors; Content Analysis; *Literary Criticism; Literature Appreciation; Nineteenth Century Literature; *Social Attitudes; *Victorian Literature

IDENTIFIERS- *Cultural Change; *Victorian Period

This paper examines how the attitudes toward Victorian literature have changed through the years. After a brief introductory section, the paper presents a chronological bibliography of 44 general and specific anthologies dealing with Victorian literature, followed by detailed annotations for eight anthologies. Next, some observations of the shift in attitudes regarding Victorian writers are offered. The paper concludes with a bibliographic supplement of 65 collected works, essays, and criticism. (RS)

ED 357 348

CS 213 800

Callaway, Susan

Constructing Knowledge about Resistance in Peer Tutoring: Multidisciplinary Approaches to Multicultural Contexts.

PUB DATE- 1 Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Discourse Analysis; Doctoral Dissertations; Higher Education; Interdisciplinary Approach; *Literature Reviews; *Peer Teaching; Research Design; Research Methodology; *Resistance (Psychology); Scholarship; Student Needs; *Tutoring; Writing Laboratories; *Writing Research

IDENTIFIERS- African Americans; Interpretive Research

To question how she constructed an earlier idea about the role resistance takes in peer tutoring, a college professor examined the literature review she had prepared for the first chapter of her doctoral dissertation. In the literature review, the professor intended to establish an interpretive lens to comment about an African-American woman's experience of peer tutoring in a writing center. The argument constructed in the dissertation explored how peer tutoring helps students establish their authority as writers. Answers to such questions as what scholars and types of scholarship were privileged in the review and what the choice of "the literature" suggests about the research design of the dissertation reside in the multidisciplinary approach tentatively taken in the review of the literature. (Contains 16 references.) (RS)

ED 357 349

CS 213 801

Boehnlein, James

The Humanities Base Classroom: Responding, Interacting, and Composing.

PLB DATE- Apr 93

NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communications (44th, San Diego, CA, March 31-April 3, 1993). Best available copy.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

an understanding that specific discourse communities in and outside academia expect particular means of persuasion. (SAM)

ED 357 367

CS 213 822

Gill, Kent, Ed.; And Others

Ideas for the Working Classroom. Classroom Practices, Vol. 27.

PUB DATE- 93

NOTE- 187p.; Edited with the Committee on Classroom Practices.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)

DESCRIPTORS- Class Activities; *English Instruction; Higher Education; Instructional Innovation; *Interdisciplinary Approach; Lesson Plans; *Literature Appreciation; Secondary Education; Self Esteem; *Social Problems; *Teaching Methods; Theory Practice Relationship

IDENTIFIERS- Student Empowerment

Based on successful classroom practice, the 31 essays in this book describe methods for teaching English and language arts while increasing students' self-esteem and respect for others, awareness of social issues, appreciation of literature, understanding of connections among disciplines, and involvement in their own learning. Essays in the book are: "Diversity and Community in the Classroom" (Beverly A. McColley); "Sharing Lives" (Edythe H. Schwartz); "Cresting for Character and Community" (Rose Cherie Reissman); "A Positively Rewarding Experience" (Beverly Wilkins); "The Fifty-Mile Radius Project" (Theodore F. Fabiano and F. Todd Goodson); "Investigating Society's Problems in the English Class" (Jim Burke); "Objectivity and Prejudice in Writing about AIDS" (Gerald F. Luboff); "Introducing Gay and Lesbian Issues in Freshman Composition" (Thomas Dukes); "Peeling an Onion without Tears" (Phyllis B. Schwartz); "Toward 'Discussions with One-self'" (Joanna Schultz); "An Evolution in the English Class" (Daniel D. Victor); "Walk on a Rainbow Trail" (Joel Kammer); "Teaching Shakespeare in the Inner City" (Elise Ann Earthman); "Offering Literature with Respectful Deception" (Carol Meinhardt); "The Collaborative Term Paper" (JoAnna Stephens Mink); "Connecting with the Classics" (Barbara Jones Brough); "On Teaching Poetry" (Perry Oldham); "Transcendentalists Run for President" (Gary A. Watson); "Biography in Verse" (Myra Zarnowski); "Booktalks: Leave Them to the Students" (William R. Mollineaux); "Connecting Content and Context through the Cento" (G. Douglas Meyers); "The Year in Review" (Ronald Barron); "Rx for an Anemic Classroom" (Kathy Coffey); "Taking the Flat Out of Teaching" (Larry R. Johannessen); "Reporting a Metaphor" (Susan Reese Brown); "Harmony and Excitement through Adolescent Literature" (Sarah K. Herz); "Attracting Students to Reading" (Kathy Allen); "Teacher's Loss, Students' Gain" (Diann Gerke); "From Donut Holes to Details" (Dael Angelico-Hart); "Thank You, Please" (Susan Reese Brown); and "The Contemporary Challenge" (Rose Rosenthal). (RS)

ED 357 368

CS 213 823

Monroe, Rick

Writing and Thinking with Computers: A Practical and Progressive Approach.

PUB DATE- 93

NOTE- 135p.

LANGUAGE- English

formats. A final section treats recommendations related to resource and administrative issues. (JB)

ED 357 387

CS 213 847

Walsh, S. M.

Writers' Fears and Creative Inclinations--How Do They Affect Composition Quality?

PUB DATE- 26 Mar 92

NOTE- 10p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Washington, DC, March 25-28, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Audience Awareness; College Freshmen; Comparative Analysis; Factor Analysis; *Freshman Composition; Higher Education; *Writing Apprehension; *Writing Attitudes; Writing Evaluation; Writing Research

IDENTIFIERS- California State University

A study investigated whether some level of writing apprehension or some expressed attitude toward writing might result in better essay scores. Subjects, 255 freshmen composition students at two campuses of the California State University system, were administered instruments designed to comparatively measure the quality of students' writing, gauge the level of writing apprehension, and obtain a personal report of attitudes about writing. Sixty-two variables were identified and a series of factor analyses were performed reducing the variables to five components. Further statistical analysis failed to reveal any relationship between writing apprehension and any of the five components until the response category "desire to affect my audience" was added. Then a statistically significant interaction effect of writing apprehension and writing attitude upon essay scores was found. Findings suggest that: rhetorical models invoking audience awareness are confirmed; findings of earlier researchers are confirmed statistically; findings based on the entire sample are generalizable to comparable groups of freshman composition students; and further research needs to be done on subjects who are either extremely apprehensive or have an extreme lack of apprehension about writing. Some implications for teachers are the following: (1) teachers are in extremely important positions in terms of their ability to influence student writing apprehension and attitudes about writing; (2) reasonable efforts should be made to tailor writing material in a fashion that will cultivate and enhance student interest; and (3) teachers need to provide positive feedback of some kind in every case. (Two tables of data are included. (Contains 22 references.)) (RS)

ED 357 388

CS 213 851

Weiss, Timothy

What Have You Packed in Your Suitcase? Going International Now and in the Twenty-First Century.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

and one reprinted in the "National Review") typical of the genre are analyzed in this paper, which ends with an evaluation that concludes that these addresses are probably ineffective as rhetorical acts because they fail to incorporate a critical element of the jeremiad, the effort to "fetch good out of evil"; that they lack the element of optimism. Countercommencements are rituals, a way for rhetors to repent their own sins, instead of doing what would seem more appropriate in the face of calamity--reforming their own behavior and eliminating the problem. (Thirty footnotes are included.) (RS)

ED 357 407

CS 508 184

Hunt, Steven B.; Inch, Edward S.
The Top Fifty Forensics Programs in the U.S.: A Twenty Year Retrospective.

PUB DATE- Feb 93

NOTE- 26p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Debate; Educational Research; Financial Support; Higher Education; Longitudinal Studies; Program Descriptions; *Program Effectiveness; Program Evaluation; School Surveys

IDENTIFIERS- Cross Examination Debate Association; National Debate Tournament

A study examined the competitive, financial, and programmatic characteristics of the top 50 forensics programs in the United States. Surveys were sent in 1978, 1983, 1987, and 1992 to the programs that met this definition. Criteria for identification of the "top" 50 differed slightly for each survey (based on different measures of competitive success), and more than 50 programs were sent questionnaires in each of the four surveys. Response rates were high for each survey: 49 schools responded in 1978, 51 in 1983, 57 in 1987, and 45 in 1992. Results indicated that 13 schools have remained solidly among the top programs in all 4 surveys, and 26 schools appeared on 3 of the 4 surveys. Factors that make a difference in a program's success include: a fine director of forensics, a favorable geographic location, a quality school, a great tradition, staff, squad size and participation, scholarships, and budget. Results also indicated that: (1) almost 50% of the top 50 schools turned over every 5 years; (2) the definition for success among the top 50 programs shifted away from National Debate Tournament debate and toward Cross Examination Debate Association debate and individual events; (3) top 50 programs generally have a staff of 1 or 2 people and about 30 active members; (4) top 50 budgets have increased from an average of \$10,980 in 1974 to an average of \$34,700 in 1992; and (5) most budgets come primarily from administrative sources. (Ten tables of data are included.) (RS)

ED 357 408

CS 508 186

Lisby, Gregory C., Ed.; Eberhard, Wallace B., Ed.
Southeast Colloquium of the Association for Education in Journalism and Mass Communication. Proceedings (17th, Stone Mountain, Georgia, March 26-28, 1992).

PUB DATE- 10 Jul 92

NOTE- 97p.; Sponsored by the History, Law, and Newspaper

performance. Because charter schools could draw enrollment from more than one town, they could attract diverse student bodies. For each child enrolled, a charter school would receive payment from the district where the student resides equal to 90 percent of the net current per pupil expenditure. Included are a proposed time line, a copy of the proposed statutory authority, and a report summary. (MLH)

ED 357 427

EA 024 819

Trenta, Louis S., Jr.

The Application of W. Edwards Deming's Principles to the Akron City School District: A Journal of the First Year.

PUB DATE- 92

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Administrator Role; *Decision Making; *Educational Change; Educational Policy; Elementary Secondary Education; *School Based Management; School Restructuring; Teacher Administrator Relationship

IDENTIFIERS- *Akron Public Schools OH; *Deming Management Method; Total Quality Management

The author kept a journal during the year he worked to establish a Division of Accountability for the Akron, Ohio, public schools system. Trenta had been the chief personnel officer for the school system with supervisory responsibility for the Department of Research and Evaluation. This journal begins in October 1991. At the time, the school district was undergoing a major reorganization. The reorganization involved increasing site-based decision making by teachers and principals. However, Trenta saw that the principles of site-based management and enlargement of the central-district office conflicted. Trenta used the 14 points of W. Edwards Deming as the means to blend the basic principles of effective schools, site-based management, and participative management. The journal continues with periodic entries chronicling how teachers and administrators in the Akron school system participated in a Xerox Corporation quality training program using Total Quality Management techniques. Trenta's account of the process Akron Public Schools went through in its reorganization continues until late June 1992 when he left to head Cleveland-area Catholic schools. (JPT)

ED 357 428

EA 024 825

Lumsden, Linda

Taking Stock of School Restructuring.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- Sp.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Collected Works - Serials (022)

DESCRIPTORS- Acceleration (Education); *Administrator Role; Elementary Secondary Education; Leadership Responsibility; Outcomes of Education; *Participative Decision Making; Program

Hyman, Ronald T.; Rathbone, Charles H.
Corporal Punishment in Schools: Reading the Law. NOLPE Monograph Series, No. 48.

PUB DATE- 93

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Compliance (Legal); *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; Federal Legislation; *Legal Problems; Public Schools; School Law; State Legislation
Views about corporal punishment in schools are changing. Some seek a return to accountability, authority, and increased order in schools, while others seek to make schools a sanctuary from social violence, especially violence against children. Local school boards often are criticized as being too lenient or too severe, and more state legislatures are reassessing laws governing corporal punishment. Legal, educational, and social issues surround the use of corporal punishment. Discretion on corporal punishment is usually left up to local school boards, since federal courts and statutes provide little guidance on the subject and states often only give parameters within which schools must operate. This monograph examines the themes that form corporal-punishment policy and the laws that govern its implementation. Part I introduces the major legal, social, and educational themes that surround corporal punishment, and the constitutional challenges to corporal punishment. Part II offers an approach for analyzing regulatory language. It examines definitional problems and questions that arise concerning separate issues as corporal-punishment policy is codified. A state-by-state list of applicable state statutes and selected cases is included. (JPT)

ED 357 448

EA 024 866

Hyman, Ronald T.; Rathbone, Charles H.
The Principal's Decision: A Teaching Monograph on Corporal Punishment. NOLPE Monograph Series, No. 48A.

PUB DATE- 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; *Administrator Role; Board Administrator Relationship; *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; *Legal Problems; *Principals; Public Schools; Responsibility; School Law
Corporal punishment is one option available to many school districts as a disciplinary measure. State law generally regulates the use of corporal punishment, and many states prohibit it while others provide specific guidelines for its use. However, many state legislatures have delegated responsibility for setting corporal-punishment policy to school boards. In this situation, school boards formulate a general policy and pass the decision whether to use corporal punishment on to the principal. This guide is an experiential activity designed to introduce participants to the complex topic of

The Arizona Office of the Auditor General conducted a study of Arizona school district administrative costs, regional services, and telecommunications. In the area of administrative costs, the study found that larger, unified districts were more cost effective in terms of district administrative costs per student and students per administrator. School-level administrative costs and the number of students per school administrator did not vary significantly among different size districts. A review of school superintendents found that most of the duties they perform are required by the state. Records maintenance and warrant processing account for up to 61 percent of total superintendent staff time. Additional services provided by superintendents vary widely among counties. Maricopa, Pima, Pinal, and Yavapai County school superintendents offer unique services. A comparison of education service agencies (ESA) in states of similar size shows they offer substantially more services to districts. It was found that ESAs are cost-effective ways of providing services to school districts. Lastly, in telecommunications, Arizona has not yet joined the national trend toward statewide educational telecommunications networks. Appendices A-G include survey scope and methodology, term definitions, state school district information, administrative organizational structures, and ESA structures and services. (Contains 76 references.) (JPT)

ED 357 469

EA 024 893

Capper, Colleen A., Ed.

Educational Administration in a Pluralistic Society.

PUB DATE- 93

NOTE- 323p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Information Analyses/State-of-the-art Materials
(070), Books (010)

DESCRIPTORS- *Administrator Effectiveness; *Administrator Role;
*Educational Administration; Educational Research; Elementary
Secondary Education; *Equal Education; Feminism; Public
Schools; Racial Bias; Sex Bias; *Social Bias; *Social
Discrimination

This book is a collection of essays on the link between administrator leadership and equity. It builds on a multiple paradigm approach to administration by incorporating feminist poststructuralist theories and probes the role and representation of oppressed people in education research and literature, school reform, and organizational theory and behavior. The 10 chapters and their authors include: (1) "Educational Administration in a Pluralistic Society: A Multiparadigm Approach" (Colleen A. Capper); (2) "The Context of Educational Administration and Social Class" (Laurence Parker and Joan Poliner Shapiro); (3) "School Reform: Introducing Race, Culture, and Ethnicity into the Discourse" (Pedro Reyes, William Velez, and Robert Pena); (4) "Gender Equity in Schools" (Charol Shakeshaft); (5) "Responding to the Sexual Diversity of Faculty and Students: Sexual Praxis and the Critically Reflective Administrator" (James T. Sears); (6) "The Social Construction of Disability in Education: Organizational Considerations" (Kathryn D. Bishop, William Foster, and Kimberlee A. Jubala); (7) "Schooling in Rural and Small-Town America" (Patricia A. Schmuck, Richard A. Schmuck); (8) "Educational Administration and Developing Countries" (Benno Sander); (9) "Articulating Values and Ethics in Administrator Preparation" (William D. Greenfield); and (10) "Administrator

meritocratic and egalitarian ideologies and outlines a modified meritocracy. Noncompetitive theories of education are assessed in the eighth chapter, which include romanticism, progressivism, libertarianism, Marxism, and feminism. Chapter 9 describes a number of noncompetitive programs and practices, such as utopian reform experiments, the free school movement, and various cooperative programs. The final chapter summarizes and synthesizes findings from previous chapters and offers policies for augmenting healthier competition in education. Endnotes accompany each chapter. (LMI)

ED 357 488

EA 024 915

Williamson, Ronald

Scheduling the Middle Level School To Meet Early Adolescent Needs.

PUB DATE- 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Flexible Scheduling; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Middle Schools; *Scheduling; *School Schedules; *Staff Utilization; Student Needs; Team Teaching; *Time Blocks
Building and implementing a school master schedule is one of a school administrator's most crucial tasks. A master schedule can either create opportunity or hinder teaching students. This is particularly true in middle-level schools, many of which are using information about the learning characteristics of early adolescents to reexamine how students and staff are organized for instruction. The use of teaching teams and block-time scheduling has changed scheduling practices and increased instructional flexibility and responsiveness. This guide offers suggestions regarding the development and implementation of a master schedule, and offers discussion and models of block-time scheduling. Chapters deal with the following topics: middle-level students, scheduling issues and considerations, the flexible block-time schedule, school transition programs, staffing considerations, preparing to schedule, building a block-time schedule, refining the schedule, and opening school. Five appendices contain a scheduling timeline, a letter to staff on master planning, a chart for determining staff levels, a conflict matrix, and factors to consider in selecting a scheduling program. Where applicable, references are included at the end of each chapter. (JPT)

ED 357 489

EA 024 916

Rollefson, Mary; Rohr, Carol L.

Teacher Salaries--Are They Competitive? Issue Brief.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Educational Economics; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; *Teacher Persistence; Teacher Recruitment; *Teacher Salaries; Teacher Shortage; *Teacher Supply and Demand; Teacher Welfare; *Teaching (Occupation)

Recent concern about teacher shortages has raised questions about

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance;
Elementary Secondary Education; *Equalization Aid; *Expenditure
per Student; Expenditures; Finance Reform; School District
Spending; *State Aid; Tax Effort

IDENTIFIERS- *Pennsylvania

This paper presents findings of a study that examined the effect of a Pennsylvania subsidy formula on expenditures per pupil in the state's public school districts. The Equalized Subsidy for Basic Education (ESBE) was adopted in 1983 as a system to equalize resources among school districts. Out of 500 operating Pennsylvania school districts, 25 districts with the highest expenditures per pupil were compared with the 25 lowest-expenditure districts. District expenditures, revenues, wealth and efforts, and characteristics were examined. An examination of the ratio of expenditures to average daily membership (ADM) reveals no lessening of difference across 7 years (1984-85 through 1990-91) of the ESBE formula. Based on the 1990-91 data, the highest 25 districts had higher expenditures per student and for instruction, greater federal revenue, increasing wealth per ADM, and greater local effort. Of the 20 districts in the low 25, only 5 would qualify for aid under the governor's criteria for supplementing the ESBE appropriation. Overall, the ESBE formula appears to have failed to reduce the inequalities on the selected fiscal variables. A significant increase in state subsidy would be required to reverse the situation. Finally, the meaning of inequity must be assessed in terms of a value system or set of priorities. A glossary and four tables are included. Appendices contain three figures and information on the ESBE. (Contains 17 references.) (LMI)

ED 357 509

EA 024 960

Crampton, Faith E.

The State of New York School Finance 1993: Equity and Efficiency at the Crossroads.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Categorical Aid; *Educational Equity (Finance);
Educational Finance; Elementary Secondary Education;
*Equalization Aid; *Finance Reform; Financial Support; *State
Aid; *State Programs

IDENTIFIERS- *New York

This paper examines the complex web of state basic and categorical aid programs in New York, with particular attention to the components of basic aid. State aid to elementary-secondary education in New York is distributed through a four-point basic-aid program and over 30 categorical programs. The first part of the paper describes the components and accompanying formulas for the basic aid program--operating aid, growth aid, supplemental support, and high tax aid. The next part summarizes the major categorical programs. A conclusion is that the state-aid system is inequitable and inefficient. A close examination reveals a system of funding riddled with guarantees and safety hatches that protect affluent school districts and distort equity costs. A major source of erosion in the equity of basic aid lies in computation of the combined-

Leal); (9) "Substance Abuse and Disabilities among Minorities" (James G. Brown); and (10) "Research Needs Related to Minorities with Disabilities" (Paul Leung). Appendices include the conference program, list of conference participants, the ADA Watch Hearing agenda, and biographies of National Council personnel. (DB)

ED 357 527

EC 302 069

Pedron, Nadine A.; Evans, Susan B.
Research Survival Skills: Preparing a Master's Thesis, Field Project or Doctoral Dissertation.

PUB DATE- Apr 92

NOTE- 37p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Doctoral Dissertations; Graduate Students;

*Graduate Study; Higher Education; Information Sources;

*Masters Theses; *Research Skills; Special Education; Student

Research; Study Skills; Time Management; Writing for Publication

This paper is intended to give graduate level special education students (and others) a structure to facilitate completion of a field study/thesis for a master's degree or a dissertation for the doctorate. First, a format for a dissertation/thesis proposal is suggested and guidelines are offered for development of the proposal. The importance of a thorough review of the relevant research is stressed in a discussion on types of sources, which also considers use of computers for literature searches, word processing, and data analysis. Criteria for evaluating a research study are listed. The paper also provides suggestions for selecting the dissertation/thesis topic, selecting an advisor and committee, setting up a budget, surviving the oral defense, and writing a journal article based on the dissertation or thesis. A list of additional tips and suggested organizational strategies stresses the importance of beginning the thesis work early and utilizing faculty and other students for support. An outline of a "mini" proposal is included. (Contains 24 references.) (DB)

ED 357 528

EC 302 070

Harbin, Gloria L.; And Others

Service System Coordination under Part H of IDEA: A National Survey Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Mar 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agency Cooperation; Compliance (Legal); *Delivery Systems; *Disabilities; *Educational Legislation; *Federal Legislation; Infants; Policy Formation; Preschool Children; Services; *State Programs; Young Children

IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This report presents the methodology and findings of a survey of state coordinators implementing Part H of the Individuals with

Early Identification of Hearing Impaired Children: Expanding and Refining Best Practices. Final Report.

PUB DATE- 25 Feb 93

NOTE- 220p.; A portion of the document contains small, light print.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Reference Materials - Bibliographies (131)

DESCRIPTORS- *Acoustics; At Risk Persons; Auditory Evaluation;

*Auditory Tests; *Diagnostic Tests; Evaluation Methods;

*Handicap Identification; *Hearing Impairments; Incidence;

Infants; National Programs; Neonates; Program Development;

Program Effectiveness; *Screening Tests

IDENTIFIERS- *Early Identification; High Risk Registry; Otoacoustic Emissions

The goal of this project was to increase by 50 percent the number of children with significant hearing impairment identified by 12 months of age. Attainment of this goal was attempted through activities in three major areas: (1) replication and documentation of the benefits of a birth certificate-based screening system; (2) investigation of the feasibility of using transient evoked otoacoustic emissions (TEOAE) to identify hearing loss in infants; and (3) refinement of procedures for operating a birth certificate-based screening system. Project research confirmed that properly implemented birth certificate-based high-risk registers are a feasible and effective means of identifying children with sensorineural hearing impairment at an early age, but the use of a high-risk registry is not enough, as almost 40 percent of hearing-impaired children do not exhibit any of the risk factors. Project data also indicate that it is feasible to use TEOAE as a hearing-screening tool for every live birth, that TEOAE accurately identifies sensorineural hearing loss, and that it indicates those infants most at risk for conductive hearing losses. Appendices comprise over half of the document and contain: (1) project products such as checklists, promotional information, survey forms, a screening protocol, and information for parents; (2) professional papers, including "The Effectiveness of Screening Programs Based on High-Risk Characteristics in Early Identification of Hearing Impairment," "Neonatal Hearing Screening Using Evoked Otoacoustic Emissions: The Rhode Island Hearing Assessment Project," and "Identification of Children with Hearing Impairments: A Baseline Survey"; and (3) a list of over 500 references on early identification of hearing impairment in children. (JDD)

ED 357 548

EC 302 091

ADA Watch--Year One: A Report to the President and the Congress on Progress in Implementing the Americans with Disabilities Act.

SPONS. AGENCY- National Council on Disability, Washington, DC.

PUB DATE- 5 Apr 93

NOTE- 128p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Demonstration Programs; *Disabilities; Employment Opportunities; *Equal Opportunities (Jobs); *Equal Protection; *Federal Legislation; Government Role; Handicap Discrimination; Information Needs; Public Facilities; Research Needs; Technical Assistance

respite care services for children with special needs, need to develop and implement a risk management program to address any difficulties that might be encountered in providing direct care services. Risk management is a structured process to minimize potential liability, avoid harm to clients, stabilize insurance costs, and protect the agency from ruinous financial losses. A policy statement on risk management should be developed first. The steps of developing a risk management program are then to: identify the risk, analyze and evaluate the risk, control or eliminate the risk, protect the agency and the consumers of its services, and manage any failures. Policies and procedures that document the agency's structure and staffing play an important role in controlling or eliminating risk. Another important area of risk management is the development of policies and procedures to address parent concerns, especially concerns over the care of their child. Six print resources on risk management are listed. (JDD)

ED 357 568

EC 302 112

Lai, Mary; And Others

Are Your Volunteers Insured? and Volunteers: A Valuable Resource.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.;

North Carolina State Div. of Mental Health, Raleigh. Mental

Retardation and Substance Abuse Services.

PUB DATE- Nov 92

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Caregivers; Day Care; *Disabilities; Infants; *Insurance; *Legal Responsibility; *Respite Care; Toddlers; Transportation; *Volunteers; Volunteer Training; Young Children
IDENTIFIERS- *Crisis Child Care; Crisis Management

These two fact sheets, written for crisis nurseries and respite care programs serving children with disabilities, provide information on the value of volunteers and the importance of insurance coverage for program volunteers. "Volunteers: A Valuable Resource" (Becky Montgomery, Nancy Smith) gives guidelines on screening, selecting, placing, and training volunteers. It discusses four primary areas in which trained volunteers can be used: (1) direct services to children or families, (2) support to paid providers, (3) administrative support, and (4) assisting in agency efforts to broaden the funding base. Strategies for retaining volunteers are also noted, such as ongoing supervision, recognition, and opportunities for continuing education. Three resource organizations and five print resources are listed. "Are Your Volunteers Insured?" (Mary Lai, Terry Chapman, Elmer Steinbeck) emphasizes the importance of establishing a dialogue between the service provider and the insurance carrier to explain the management of volunteers and the duties they perform. Issues discussed include workers' compensation insurance, protecting volunteers from liability judgements, and transportation of clients by volunteers. (JDD)

ED 357 569

EC 302 115

Bakke, Bruce L.

Self-Injury: Answers to Questions for Parents, Teachers, & Caregivers.

common misconceptions about computer purchasing are countered, including the belief that the newest and latest must be bought, that buying a computer alone will help the child, and that teachers can supply lists of appropriate software. Ten steps to getting a computer are outlined, such as preparing well ahead of time, buying an inexpensive system, buying a used system, and not being swayed by one person's advice. The second pamphlet provides specific information which enables a parent to counter claims that "we don't have the funds." Parents are urged to refer to federal legislative requirements concerning related services and assisted technology. Parents are also encouraged to be sure the device or service is specified in the child's written Individualized Education Plan. Specific possible funding sources are identified. Other suggestions include becoming involved in special education's budget and planning process and networking with other parents. A final section addresses assistive technology needs of adults. (DB)

ED 357 589

EC 302 137

Musselwhite, Caroline Ramsey
Augmentative Communication Resources: Making It Happen! and
Early Augmentative Communication Devices: Making It Fun/Making
It Happen! Key Notes.

PUB DATE- 92

NOTE- 14p.; Funds were provided by the Agent Orange Class
Assistance Program and United Cerebral Palsy Associations, Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- *Advocacy; *Assistive Devices (for Disabled);
Children; *Communication Aids (for Disabled); *Disabilities;
Games; Home Instruction; Nonverbal Communication; Parent Role;
Resources; *Technology; Young Children

IDENTIFIERS- *Augmentative Communication Systems

Two brief fact sheets for families of children with disabilities provide information on: (1) advocacy and resources in augmentative communication, and (2) ways to make using augmentative communication devices fun for young children. The first fact sheet defines three types of advocacy (individual advocacy, system advocacy, and public awareness) and then presents an annotated list of advocacy resources, including print references, computer bulletin boards and networks, relevant journals and newsletters, and books and articles by persons who use augmentative communication. The second fact sheet identifies common reasons why augmentative communication devices are rejected by children and then provides 12 ideas for using the devices in games within the home. It briefly describes eight introductory devices meeting the criteria of simplicity of use, low cost, and direct selection option. Eight resource books are also listed. (DB)

ED 357 590

EC 302 138

How To Modify a Trailer for Accessibility (Up to a Point) and
Accessibility Considerations for Home Buyers. Key Notes.

PUB DATE- 93

NOTE- 16p.; Funds were provided by the Agent Orange Class
Assistance Program and United Cerebral Palsy Associations, Inc.

LANGUAGE- English

Guidelines; Instructional Materials; Job Skills; Occupational Information; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; *Repair; State Curriculum Guides; Student Organizations; Student Participation; Teacher Improvement; Technical Education; Troubleshooting

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a computer electronics program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of computer electronics and documents the level of achievement that the student demonstrates. (KC)

ED 357 141

CE 061 896

Micro Computer Electronics. Florida Vocational Program Guide. SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; Cooperative Education;

*Electronic Equipment; *Electronics; Electronic Technicians; Employment Potential; Entrepreneurship; Facility Guidelines; Instructional Materials; Job Skills; *Microcomputers; Occupational Information; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; *Repair; State Curriculum Guides; Student Organizations; Student Participation; Teacher Improvement; Technical Education; Troubleshooting

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a microcomputer electronics (computer electronics testing) program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance

Family Literacy Report. Report 4: Policy.
SPONS. AGENCY- Chicago Tribune Charities, IL.; Illinois State
Board of Education, Springfield.; John D. and Catherine T.
MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 62p.; For reports 1-2, see ED 337 052; for report 3, see CE
062 093.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational
Policy; *Family Programs; *Literacy Education; Policy
Formation; *Program Development; State Programs; State
Standards; Statewide Planning
IDENTIFIERS- *Family Literacy; Illinois

This report, the fourth in a series describing an ongoing investigation of Illinois family literacy programs, documents the work and organization of a group that studied and developed state policy in the area of family literacy. The report includes the following: (1) the position paper that outlines the findings of the family literacy policy group and their suggestions for fostering educational programs for adults and children; (2) recommendations from the Illinois Literacy Resource Development Center regarding statewide administration of family literacy programs and development of the position paper; (3) a description of how the agenda was advanced after the meetings; and (5) the present status of the state initiative. Twelve appendixes provide documents from the project, including participant list, fact sheets, purpose and outcomes of meetings, state agency personnel, national and private initiatives, family literacy in other states, mission statements, prioritized needs, small group reports, governance discussion, subcommittee discussion, and a one-page summary. (KC)

ED 357 158 CE 062 949

310/353 Program. Impact-Assessment Report. Fiscal Years 1984 through 1990.

PUB DATE- Jun 92
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Community Education; Demonstration Programs; *Educational Improvement; High School Equivalency Programs; Inservice Teacher Education; *Literacy Education; Outcomes of Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *310 Project; *353 Project; Florida

An impact assessment was conducted of projects funded under the Adult Education Act Sections 310 and 353 in Florida for the fiscal years 1984-1990. The assessment sought to determine the following: how well the projects have increased the knowledge of adult educators in methods, techniques, and materials for adult education; to what degree the exemplary programs have promoted more effective practices; and how project design and implementation have promoted or inhibited the success of the projects. The assessment included five major activities: a literature review; a telephone survey of 12 key adult educators; a written survey of adult education administrators, teachers, project directors, literacy center directors, and university faculty; reviews of 310/353 projects and materials;

Part II begins with a review of the letters and sounds, then moves into longer words, basic sentence structure, and basic punctuation. Designed for students who have some basic reading ability but who need vocabulary practice and work on practical reading, Part III begins with a review of the concepts covered in Parts I and II and then continues with more vocabulary development and practical reading: more on alphabetization, using advertising, reading maps, using indexes, categorization, writing basic letters, and filling out forms. Each lesson consists of some or all of these components: objective, getting started, activities, home assignment, and examples from the newspaper. (YLB)

ED 357 177

CE 063 510

van Kraayenoord, C. E., Ed.

A Survey of Adult Literacy Provision for People with Intellectual Disabilities.

SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.

PUB DATE- Jul 92

NOTE- 355p.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Accessibility (for Disabled); Adult Basic

Education; *Adult Literacy; Correctional Education;

Demonstration Programs; *Educational Improvement; *Educational

Practices; Foreign Countries; *Learning Disabilities; Learning

Processes; *Literacy Education; Mental Retardation; Two Year

Colleges

IDENTIFIERS- *Australia

This report documents the current situation in Australia with respect to literacy learning of individuals with intellectual disabilities. Information for the study was obtained in the following ways: literature review; a survey of services offered in Australia (respondents were 90

principals/directors/presidents; 201 service providers; 37 correctional service institutions; 108 course convenors; 102 teachers/tutors; and 205 community agencies); a study of the competencies and needs of a sample of 18 adults with intellectual disabilities in their work environments; and 5 special projects focusing on providing literacy services for people with intellectual disabilities. The report is organized in three volumes. Volume 1 comprises an overview of the project, an executive summary, and conclusions and recommendations. Volume 2 contains the literature reviews, results of studies and questionnaire surveys, and the five special project reports: "Study of the Provision of Adult Literacy/Numeracy to Adults with Intellectual Disabilities at Rockhampton College of Technical and Further Education (TAFE)" (Simonds); "Study of the Support Offered to Students with Intellectual Disabilities at Redlands Community College" (Laakso); "Assessment of Literacy Skills Using Facilitated Communication" (Attwood, Remington-Gurney); "Investigation of the Use of Rebuses, and the Strategy of Symbol Fading To Enhance the Literacy Skills of Twelve Individuals with Intellectual Disabilities" (Woolard, Groves); and "Report on an Adult Literacy Tutor Training Program for Caregiver/Supervisors Who Work with Adults with Moderate/Severe Intellectual Disabilities at Rockhampton College of TAFE" (Harreveld). Volume 3 has three sections: (1) 12 appendices containing the questionnaires and lists of survey respondents; (2) 11

Research; Dropouts; Educational Research; *Literacy Education;
*Negative Attitudes; Participation; *Resistance (Psychology);
School Holding Power; *Student Attitudes; *Student Attrition;
Withdrawal (Education)

IDENTIFIERS- Pennsylvania (Pittsburgh)

The three studies reported in this document are part of an ongoing attempt to understand how the world of illiteracy and literacy programs appears to those who have either refused to attend or decided to drop out of adult basic education (ABE). Situational or institutional barriers account for some of this non-attendance; they do not, however, explain the third area of "dispositional barriers." It is this area of nonparticipation and attrition in ABE arising from an attitudinally based learner perspective, with which these studies are concerned. The first study examined sociological literature, using nine novels and a short story to establish theoretical constructs and to examine the consequences of resistance as applied to "second chance" ABE and literacy programs. Findings indicated that resistance to organized schooling takes place in a series of steps and stages of awareness; the issue is the schooling environment and the cultural, racial, class, and economic assumptions that resisters see there and continue to see in adult education. In Study Two, in-depth interviews conducted in Pittsburgh with approximately 25 nonparticipant subjects reveal that resisters might be categorized by their view of school and adult basic education as personal/emotive resisters, cultural/ideological resisters, and older resisters. The groups emerged with very different reasons for not attending ABE, but all were similar in that they shared ambivalent, traumatic, or hostile feelings about their earlier school experiences. Study Three examined two groups of ABE students from two Pittsburgh centers--those who stayed (n=20) and those who quit for reasons of "attitude" (n=17). Findings show that expectations of ABE of both groups--those who quit and persisters--had been shaped by earlier school memories and personal values and that the first 3 weeks are crucial if centers are to fulfill the needs of reluctant learners and retain them. Recommendations for the first 3 weeks are given along with suggestions for center counselors. (The interview schedule is appended to Study Two, and 46 data tables and resister/persister interview schedules are appended to Study Three. Contains 64 references.) (VLB)

ED 357 197

CE 063 593

National Directory of Key State Literacy Contacts. 1993-94
Edition.

PUB DATE- 93

NOTE- 135p.; "This is the last annual edition of this Directory under BCEI's auspices."

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Programs; Correctional Education; Directories; *Educational Resources; Information Sources; Job Skills; Job Training; *Literacy Education; National Organizations; *National Programs; Public Agencies; *State Programs; Statewide Planning; Technical Assistance

IDENTIFIERS- *Workplace Literacy

This directory provides, on a state-by-state basis, a listing of the key people and organizations to contact for information about services, planning, and needs in general and job-related adult literacy. The contacts can also provide how-to guidance to businesses and literacy groups wishing to develop workplace

Cranton, Patricia
Working with Adult Learners.
PUB DATE- 92
NOTE- 234p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning;
*Adult Students; Attitude Change; Case Studies; Change Agents;
Change Strategies; *Classroom Techniques; Consciousness
Raising; Foreign Countries; *Independent Study; *Teacher Role;
*Teacher Student Relationship

IDENTIFIERS- *Transformative Learning

This guide provides practical information, within a theoretical context, for educators who work with adult learners in formal and informal settings ranging from college and university courses to business and industrial training programs to community and special interest groups. The first two chapters examine the theoretical framework within which adult education practice exists and the special characteristics of adult learners (with special emphasis on self-directedness). Chapter 3 examines the role of adult educators in a continuum from teacher-directed through learner-directed to mutually directed learning. The process that learners complete in becoming self-directed is outlined next, in chapter 4. Chapter 5 introduces the concept of transformative learning (detailed by Mezirow in 1990) and provides several techniques that adult educators can use to encourage critical self-reflection and constructive change in their adult students. Specific practical techniques for dealing with various problems that can arise in programs based on self-directed or transformative learning are provided in chapter 6. The final chapter provides two case studies illustrating the process of developing a theory of educational practice. Contains 104 references. (MN)

ED 357 216

CE 063 616

Cantor, Jeffrey A.
Delivering Instruction to Adult Learners.
PUB DATE- 92
NOTE- 212p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning;
Adult Students; Behavioral Objectives; Change Agents;
*Classroom Communication; Classroom Environment; *Classroom
Techniques; Communication Skills; Foreign Countries;
*Instructional Development; Instructional Effectiveness;
Learning Processes; Lesson Plans; Motivation Techniques;
Student Evaluation; Student Motivation; Teacher Effectiveness;
*Teacher Role; *Teacher Student Relationship; Teaching Guides;
Teaching Methods; Test Construction

This guide to working with adult learners approaches the job of the instructor from a threefold perspective that focuses on the role of the instructor as a professional, the needs of the learner, and the instructional process and related technology.

Effectiveness; *Program Evaluation; *Program Improvement
IDENTIFIERS- Job Training Partnership Act 1982; *Private Industry
Councils

A number of findings and recommendations regarding the mission of Private Industry Councils (PICs) under the Job Training Partnership ACT (JTPA) were developed based on information collected in several ways: a focus group of PICs, roundtable discussions held nationwide with staff from nearly 100 PICs in 45 states, and canvasses of more than 200 randomly selected PIC chairpersons and of more than 1,000 local Chambers of Commerce. Among the 19 recommendations that emerged from the study were the following: (1) PICs should focus more attention on training for jobs with well-defined career ladders and transferable skills; (2) PICs should increase awareness of their services to other businesses and encourage them to become involved; (3) the U.S. government should clarify the PIC regulations to simplify accounting procedures; (4) PIC staff and volunteers need more training and more up-to-date training materials; (5) PICs should try to obtain a mix of members from various industries; and (6) the Department of Labor should increase the visibility of PICs. (Appendixes, which make up half the report, include the data and discussions from the focus groups and interviews. Contains 45 references.) (KC)

ED 357 234

CE 063 637

Jha, LaDeane R.

Learners at Risk: Completion, Persistence and Noncontinuation in
Adult Basic Education.

PUB DATE- May 91

NOTE- 89p.; Master's Thesis, University of Nebraska.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Academic Achievement; Academic Persistence; *Adult
Basic Education; *At Risk Persons; Community Colleges; *Dropout
Characteristics; Dropout Research; Models; *Outcomes of
Education; *Potential Dropouts; *Predictor Variables; Sex
IDENTIFIERS- Test of Adult Basic Education

A study examined the variables affecting individuals' decisions to discontinue attendance in or complete their adult basic education (ABE) program. The study sample consisted of 2,323 students enrolled in an ABE program through an urban community college in the Midwest over a 2-year period. Data were derived from student records and program reports regarding the following: student age, gender, math and scores on the reading portion of the Test of Adult Basic Education (TABE), last grade attended, level of first placement, and TABE testing information. The data were subjected to descriptive and inferential statistical analysis to identify those factors that place adult students at risk of dropping out of ABE programs. Sixty-seven percent of the students discontinued the program, 22 percent completed some program goal, and 9 percent continued in the program. A moderate positive relationship between math and reading TABE scores and level of first placement was discovered. Analysis of variance established significant differences among the three student groups for reading and math scores but not for age. The study findings were used to develop a prediction model that correctly identified completing students 70 percent of the time and continuing students 58 percent of the time. The model did not predict noncontinuing students successfully. (Contains 72 references.) (MN)

ED 357 235

CE 063 638

IDENTIFIERS- *Ohio State University

Because of recent educational reform efforts aimed at creating more "educated persons" at the college level, a descriptive-correlational study was made to describe the aspired and the assessed cognitive level of instruction and determine the relationship of these variables to attitude toward teaching at higher cognitive levels among selected faculty members in the College of Agriculture at The Ohio State University. Ten of the 213 faculty members were selected to represent a cross-section of the faculty. Assessment was made by a research assistant using criteria established by a panel of experts. Instruments used included a Likert scale, the Florida Taxonomy of Cognitive Behavior, and Bloom's Taxonomy of Educational Objectives. Data were analyzed using the Statistical Package for the Social Sciences. The study found the following: (1) participants primarily aspired for their discourse and testing to be at the remembering and processing levels of cognition; (2) faculty conducted discourse primarily at the processing level of cognition, but tested at the remembering and processing levels; (3) faculty aspired to teach and test at higher cognitive levels than those at which they were assessed; (4) participants held favorable attitudes toward teaching and testing at higher cognitive levels; and (5) assignments tended to be given at higher cognitive levels than teaching or testing. Recommendations for instruction included the following: provide inservice education to faculty members in teaching at higher-order cognitive skill levels; encourage faculty members to talk to each other about teaching; and encourage faculty members to model higher-level cognitive skills in their classes before presenting material on those levels to students. (Contains 11 references.) (KC)

ED 357 252

CE 063 666

Earnest, Garee W.; And Others

Conflict Management Styles as Reflections of Jungian Personality

Type Preferences of the Cooperative Extension's North Central

Region Directors and District Directors. Summary of Research SR 71.

PUB DATE- 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Administrator

Characteristics; *Administrator Role; *Conflict Resolution;

*Extension Education; *Personality Traits; Postsecondary

Education; Problem Solving; *Rural Extension

IDENTIFIERS- *Cooperative Extension Service; Myers Briggs Type Indicator

A descriptive-correlational study was conducted to explore and describe interpersonal conflict management styles, identify psychological type preferences, and examine the relationships between conflict management styles and psychological type preferences as well as selected demographic characteristics of the Cooperative Extension Service's North Central Region Directors and District Directors. Study participants were the 12 extension directors and the 68 district directors within region; completed self-report survey forms were obtained from 78 of these 80 administrators (98 percent). The questionnaires used were the Myers-Briggs Type Indicator Form G and the Rahim Organizational Conflict Inventories-II. The demographic variables of role status, gender, age, educational degree, major area of study, and tenure were included in the study,

Teacher Background; *Teacher Behavior; Teacher Characteristics;
Teacher Effectiveness; Teacher Improvement; Teacher Student
Relationship; Yearbooks

This yearbook includes 17 papers organized into 3 sections devoted to the concepts that leadership begins with people, requires action, and must be purposeful. The following articles are included: "Personal Skill Development" (Van Huse); "Leadership Profiles" (Fry, Hibler); "Leadership: From the Classroom to the Boardroom" (Felton); "Planting the Seeds for Future Business Education Leaders" (Taylor); "What Does Business Have To Say About Leadership?" (Reynolds); "Paradigms for High-Tech Leadership" (Atkinson); "Entrepreneurial Leadership" (Erickson); "Legislative Leadership" (Moody); "Leadership Decision Making and Research" (Schmidt); "Grant Writing: A Necessary Leadership Skill" (Redmann); "Making Visions for Leadership a Reality" (Jaderstrom); "Behind the Scenes" Leadership" (Holmquist); "Leadership at the National Level" (Zahn); "Leadership in the Proprietary School Environment" (Lowery); "State Program Leadership Perspectives" (Briggaman); "Horizontal Leadership" (Greene, Smith); and "Leadership through the Years" (Miller). (MN)

ED 357 270

CE 063 698

Clayton, Kermeta; And Others

The Role of Family in the Educational and Occupational Decisions
Made by Mexican-American Students.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- Dec 92

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; Community Colleges; Decision Making;
Demography; *Family Role; Hispanic Americans; Literature
Reviews; *Mexican Americans; *Parent Aspiration; Parent
Attitudes; School Districts; Secondary Education; *Secondary
School Students; State Surveys; Student Educational Objectives;
Tables (Data); Two Year Colleges; *Two Year College Students

IDENTIFIERS- Hispanic American Students; *Texas

The role of family in educational and occupational decisions was examined for 2,118 students from 11 school districts and 3 community colleges in Texas. Sixty-six percent were Mexican American, 20 percent were Caucasian, and 14 percent were of other ethnic backgrounds. In all, 1,406 Mexican American students were surveyed; 55 of the 187 community college students surveyed were Mexican American. In addition, 581 parents responded to a mailed questionnaire, and 100 others responded to a telephone questionnaire. An extensive literature review was conducted. Both the literature review and survey results indicated that parents of Mexican American students have more influence over the educational and occupational decisions made by their children than parents of the other ethnic backgrounds have over their children's decisions. Mexican American parents wanted more education for their children than the children wanted for themselves. Most of the Mexican American students surveyed expected to continue their education beyond high school, and only a very low percentage had ever seriously considered dropping out of school. The female Mexican American respondents generally valued education more highly and felt their parents' influence on their educational decisions to be greater than their male counterparts did. (Contains 7 figures, 24 appended tables, and

Tests; *Vocational Education; Word Problems (Mathematics)
IDENTIFIERS- Florida

The information in this supplementary notebook is intended to provide teachers with additional materials, ideas and suggestions, and activities to help in implementing the first 21 units of the Applied Mathematics modules that help develop and refine job-related mathematics skills. An introduction lists the 36 units of the complete Applied Mathematics curriculum developed by the Center for Occupational Research and Development (in Waco, Texas) and a consortium of states. Each unit contains a video that relates the unit topic to the world of work, written material, hands-on laboratory activities, and word problems; cooperative learning; and the teacher's role in cooperative learning. Types of materials and activities provided in this notebook include word problems, review sheets, and study guides. Unit topics are as follows: getting to know the calculator; naming numbers in different ways; finding answers with calculators; problem solving techniques; estimating answers; English and metric units; graphs, charts, and tables; dealing with data; working with lines and angles; shapes in two and three dimensions; ratios and proportions; scale drawings; signed numbers and vectors; scientific notation; precision, accuracy, and tolerance; solving practical problems with powers and roots; using formulas to solve practical problems; solving problems that involve linear and nonlinear equations; graphing data; statistics; probabilities; and using right-triangle relationships. A teaching supplement contains lab activities, quizzes, review sheets, study guides, video activities, and work sheets. (YLB)

ED 357 290

CE 063 762

Florida DVACE Federal Performance Report for Vocational
Education, Fiscal Year 1991.

PUB DATE- Dec 91

NOTE- 133p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Development; Career Guidance; Community Education; Community Organizations; Consumer Education; Correctional Education; Curriculum Development; Disabilities; Displaced Homemakers; Economically Disadvantaged; Educationally Disadvantaged; *Federal Aid; Federal Legislation; Home Economics; Inservice Teacher Education; Limited English Speaking; Nontraditional Occupations; One Parent Family; Postsecondary Education; *Program Development; Retraining; Secondary Education; Sex Fairness; *Special Needs Students; Staff Development; *State Programs; Statewide Planning; Strategic Planning; Technology Education; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984;
*Florida

During Fiscal Year 1991, Florida's Division of Vocational, Adult, and Community Education (DVACE) provided programs, services, and activities funded under Titles II-A, II-B, IIIA, and IIIB of the Carl D. Perkins Vocational Education Act. DVACE expended funds for development of vocational education opportunities to meet needs of special populations. Increases were reported in enrollments in postsecondary/adult vocational programs of students with handicaps (34%), limited English speaking students (30%), disadvantaged students, adult students (26%), single parents/displaced homemakers, and students enrolled in

teachers, and aides develops and implements prevention and intervention strategies. Students are not only receivers of services, but providers as well. Peer helpers work to prevent at-risk behaviors and to intervene with referrals as necessary. Continuing to offer direct guidance and counseling services to students and their families, SAP coordinators are also moving to expand community involvement. Through the collaborative efforts of the involved persons, SAP has initiated a number of programs which have increased awareness of drug issues and have prompted the citizens of the county to work together for a healthy, drug-free environment. (ABL)

ED 357 309

CG 024 859

Dietz, Patricia M.; And Others

Youth-Reaching-Youth Implementation Guide: A Peer Program for Alcohol and Other Drug Use Prevention.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Jun 91

NOTE- 270p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Counselor Training; *Drug Abuse; Drug Education; Intervention; *Peer Counseling; Prevention; *Program Development; Substance Abuse; Youth Problems

This guide was designed to encourage and assist groups to incorporate youth into their alcohol and other drug prevention and education programs. It provides a step-by-step approach to planning and implementing a program in which young people make a significant contribution to reducing or preventing alcohol and other drug use among youth in high-risk situations. The guide is presented in loose-leaf notebook form, with index tabs dividing its six chapters. Chapter I discusses developing program-related agency policies, hiring a program coordinator, and creating a program budget. Chapter II focuses on how to develop program goals, objectives, tasks, and an appropriate evaluation strategy. Chapter III discusses how to prepare agency staff for youth participation, including retirement and screening of youth volunteers, preparation for the training of peer leaders, supervision and retention of volunteers, and involving parents in the program. Chapter IV presents a detailed outline of a 42-hour training curriculum for all youth volunteers. Chapter V presents detailed information on program structure and training for youth in specialized roles such as hotline volunteer, member of an agency's board of directors, provider of peer education through drama, peer counselor, and educator in a shelter and in a school. Chapter VI describes national and community-based agencies that support alcohol and drug prevention and intervention services for youth in high-risk situations and lists relevant videos, curricula, and educational materials. (ABL)

ED 357 310

CG 024 861

Gibbons, Judith L.; And Others

Adolescents' Opposite-sex Ideal in Four Countries.

PUB DATE- 92

NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, April 30-May, 1992).

English (Second Language); *Family Environment; *Literacy Education; Reading Skills; *Recreational Reading; Test Coaching; Writing Skills

IDENTIFIERS- *Family Literacy; Intergenerational Learning; Reading Motivation

Based on the concept that literacy is a family affair, this book presents an annotated list of materials published in the 1980s appropriate for use by organizations and individuals involved in literacy training and for learners seeking materials for their personal needs and enrichment. Each of the over 750 entries includes a bibliographic description and an annotation with suggested reading level followed by ISBN number and price. The book is divided into four segments: "Breaking the Cycle," presenting titles for adults involving basic skills, the workplace, test preparation, and consumer information; "Home Affairs," high-interest/low-vocabulary titles that address current social issues and concerns important to families; "Reading for Pleasure," books for children and adults selected to inspire a desire for books and reading; and "English as a Second Language," titles that address literacy skills, cultural assimilation, test preparation, and acclimation to the United States job market. (RS)

ED 357 330

CS 011 298

Zutell, Jerry, Ed.; McCormick, Sandra, Ed.
Learner Factors/Teacher Factors: Issues in Literacy Research and Instruction. Fortieth Yearbook of the National Reading Conference. Proceedings of the Annual Meeting of the National Reading Conference (40th, Miami, Florida, November 27-December 1, 1990).

PUB DATE- 91

NOTE- 461p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adults; Classroom Environment; Computers; Elementary Secondary Education; Instructional Effectiveness; *Reading Comprehension; *Reading Instruction; Reading Research; Teacher Attitudes; Vocabulary Development

IDENTIFIERS- Alternative Assessment; *Emergent Literacy; Literacy as a Social Process; Teacher Empowerment

Focusing on literacy learning and instruction, the 44 papers in this yearbook highlight the increasing sense of responsibility of literacy teachers as learners themselves and to understand the nature and impact of teacher change on student learning. Papers in the yearbook include: "What Counts in Teacher Education? Dilemmas in Educating Empowered Teachers" (G. G. Duffy); "Critical Pedagogy, Postcolonial Politics and Redemptive Remembrance" (P. McLaren); "The Intertextual Links of Readers Using Multiple Passages: A Postmodern/Semiotic/Cognitive View of Meaning Making" (D. K. Hartman); "Academic Libraries and Research in the Teaching of English" (M. L. Kamil and T. Shanahan); "Now That Literacy Happens in Contexts, How Do We Know if the Contexts Are Authentic?" (J. Myers); "Alternative Assessments of Literacy: Teachers' Actions and Parents' Reactions" (E. H. Hiebert and others); "The Computer as a Social/Physical Environment in Emergent Literacy" (K. Olson and E. Sulzby); "Relationships among Physical Design of Play Centers, Teachers' Emphasis on Literacy in Play, and Children's Literacy Behaviors during Play" (L. M. Morrow); "The Effects of 'Storybook Partnerships' on Young Children's Conceptions of Stories" (S. B. Neuman and C. Soundy); "A Longitudinal Study of the Growth of Spelling

(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Cultural Context; Higher Education; *Humanities Instruction; *Interdisciplinary Approach; Theory Practice Relationship; Undergraduate Students; *Writing Instruction
IDENTIFIERS- Berlin (James); *University of Dayton OH

By virtue of its interdisciplinary nature, the Humanities Base program at the University of Dayton encourages carefully designed composition instruction that reaches beyond the boundaries of traditional pedagogy. Because the Humanities Base themes are set in binary opposites--faith versus reason; autonomy versus responsibility; individual versus community, and humans versus nature--dialogic and conflictual experiences are natural points of departure for any composition exercise. James Berlin's article, "Poststructuralism and Cultural Studies" (1993) offers a coherent, theoretical basis for the pedagogy employed in the courses in this program. Students in these classes select the topics of their essays, but they must do so within the context of larger Humanities themes and the binaries those themes represent. Responding, interacting, and composing--the tripartite elements of a social/epistemic rhetoric--provide a way of determining what it means to be human. (SAM)

ED 357 350

CS 213 803

Herndl, Carl; Taylor, Vicki

What Does Resistance Look Like in Non-Academic Discourse?

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Cultural Context; Higher Education; *Ideology; Interpersonal Communication; *Organizational Communication; Professional Personnel; *Resistance (Psychology); Social Influences; Sociocultural Patterns; *Technical Writing; Writing Research

IDENTIFIERS- Discourse Communities; *Organizational Culture; *Professional Writing; Structuration Theory

Teachers of advanced technical and professional writing need to provide credible ways in which their students can extend the cultural critique the teachers try to engage them in into the world outside the classroom. The nature of resistance in nonacademic discourse can be explored to help both the teachers and students think through the imposing tyranny of the "real" professional discourse. The concept of resistance fills the gap between the constraining power of ideology and institutions, and the possibilities for agency and social action. Using Anthony Giddens' theory of "structuration" as a basis to understand resistance in complex social structures, a study was conducted at the White Sands Missile Range, a test facility for missiles, electronic warfare devices, and other operations. The study asked: whether professional nonacademic writers recognize the ideological issues that organize their discourse; whether they recognize that the "reality" with which they deal is institutionally constructed and interested; whether they recognize that they operate from a subject position constructed by institutional power; whether these professionals try to change the discursive and social relations within which they work; and finally, to what end do they push for change--that is, to what social and political values are they committed? A

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Networks; *Computer Uses in Education;
Critical Thinking; Curriculum Development; *English
Instruction; High Schools; Interdisciplinary Approach; Lesson
Plans; Thinking Skills; *Writing Instruction

IDENTIFIERS- Writing Contexts

Based on the premise that English and language arts curricula should be developed by committed teachers, this book is designed to help teachers use computers in a seamless way. Focusing on what and how students learn, the book is a practical and progressive guide, showing how technology can be infused into the English/language arts curriculum without abandoning reading, writing, thinking, listening, and speaking. The introduction to the book provides the philosophical framework and rationale for an application-based computer curriculum to teach writing and thinking. The first chapter presents sample computer writing and thinking lessons that range from the simple to the sophisticated. The second chapter explains how to set up and manage a local area network, a powerful learning environment. The third chapter talks briefly about how to extend the uses of technology and invites the reader to imagine additional ways in which computers might extend what is already being practiced. The final chapter includes some sample lessons for teachers and administrators interested in writing across the disciplines, one of the richest uses of computer networks. A description of learning log procedures, and a list of 21 resources for teachers (books, journal articles, periodicals, and catalogs) are attached. (RS)

ED 357 369

CS 213 824

LeBlanc, Paul J.

Writing Teachers Writing Software: Creating Our Place in the
Electronic Age. Advances in Computers and Composition on
Studies Series.

PUB DATE- 93

NOTE- 205p.; Foreword by Hugh L. Burns.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy;
*Computer Software Development; English Instruction; Higher
Education; *Writing (Composition); *Writing Instruction;
Writing Teachers

IDENTIFIERS- Computer Interfacing; Writing Contexts

Presenting a comprehensive look at (and critical history of) computer-aided composition (CAC), this book focuses on faculty development of software for composition studies. The book describes who is building these writing tools, how they are doing so, how their work is being received, and what is likely to affect their efforts in the future. Chapters in the book are: (1) Introduction; (2) Understanding Computer Software; (3) The "Who" and "How" of CAC Software Development; (4) Forces that Impact CAC Software Design; and (5) CAC Software Design and the New Literacy. A brief description of 13 software programs mentioned in the book and samples of program interfaces are appended. (Contains over 200 references.) (RS)

ED 357 370

CS 213 825

Applebee, Arthur N.

DESCRIPTORS- *Business Communication; Cultural Context; Global Approach; Higher Education; *Intercultural Communication; *International Communication; Metaphors; Professional Education
IDENTIFIERS- Communication Context; Thunderbird Grad School of Intl Management

Teachers and students need to "repack their suitcases" by revising, or re-envisioning, their metaphors of business, models of communication, conceptual frameworks of interculturalism and internationalism, and molds of professional identity. Popular business communication metaphors, most of which focus on the idea of competition, need to be replaced with dialogic models that depict communication as collaborative, contextual, and constructive. The transmission model of communication should be replaced with metaphors that convey the idea of dialogue and interdependence. Teachers and students of intercultural communication need to establish a framework of concepts to guide them. Basic concepts of a framework include: the ambiguity of cross-cultural signifiers; culture as changing construction; and culture as plurality. Students must construct new professional identities for themselves, not just accept the professional identities of the past. However, college and university curricula often put barriers in the path of students who seek to construct a hybrid, interdisciplinary identity. A curriculum model that fosters global awareness and a knowledge of languages, cultures, and business is offered by Thunderbird, The American Graduate School of International Management in Glendale, Arizona. Key to success in this endeavor will be a new emphasis on language learning, a new understanding of the interdependence in the global socio-economic order and a new spirit of interdisciplinarity at colleges and universities. (RS)

ED 357 389

CS 213 852

Hess, Marlene A.

Creating a Collaborative Context for Critical Thinking in Composition.

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; Classroom Environment; Cooperative Learning; *Critical Thinking; *Debate; *Freshman Composition; Higher Education; Open Universities; *Teacher Role

IDENTIFIERS- Writing Contexts

This paper describes the efforts of the director of a composition program who is also a teacher of composition at an open admissions college to teach critical thinking by showing students how to use content rather than just acquire it. Applying Jean Piaget's learning theory to classroom teaching, the director attempts to create an active learning environment that stimulates the imagination and causes the students (many of whom are nontraditional students or first generation college students) to formulate their own questions, problems, and hypotheses instead of remaining passive receivers. Teachers in the program use collaborative activities and informal debate in first-year composition classes to help students understand issues in a particular work such as the novel "The Awakening"

Divisions.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Court Litigation; Higher Education; *Journalism;

*Journalism Education; *Journalism History; *Legal Problems;

*Mass Media Role; Media Research; *Newspapers; Racial Bias

IDENTIFIERS- Buckley Amendment; Historical Background

This record of proceedings presents papers and abstracts of papers from the newspaper, law, and history divisions of the Southeast Colloquium of the Association for Education in Journalism and Mass Communication. The two papers in the history division are: "Southern Editors Say 'No' to 'Lo the Poor Indian'" (Kenneth Rystrom); and "'Got No Souls...': Racism in Southern Reconstruction Newspapers" (Donna L. Dickerson). The law division is represented by "The Buckley Amendment and Campus Police Reports" (Ellen M. Bush). "Measuring Mass Media Orientation" (Dorothea Howe and Gerald Stone); and "Making the Best of a Tough Job: Pulitzer Prize Winning Correspondent Eddy Gilmore" (Maury M. Breecher) are the newspaper division's contributions to the full-text portion of this record. The proceedings also presents 67 abstracts of papers, and a list of 8 papers for which abstracts were not available. (RS)

ED 357 409

CS 508 187

Stoddart, Scott F.

The Private Voice Made Public Record: "Common Threads" and Filmic Strategy.

PUB DATE- Mar 93

NOTE- 10p.; A version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Discourse Analysis; *Documentaries; Film Criticism; *Films; Higher Education; Media Research; Models

IDENTIFIERS- Common Threads (Film); Film Viewing; *NAMES Project Quilt; Narrative Text; *Rhetorical Strategies

This paper analyzes Robert Epstein's Academy Award winning documentary "Common Threads: Stories from the Quilt," which consciously employs a binary rhetoric, a "common" method, by which to read the complex narrativity of the NAMES Project Quilt (the quilt memorial to AIDS victims). The paper addresses the inherently rhetorical parallel between the documentary feature and argumentative strategy, purposely using it as a pedagogical model: the rhetorical methodology involved in argumentative instruction mirrors the process of the filmic event. The stories in film provide, collectively, a deeply politicized voice, speaking for those dead of AIDS, those who survive them, and those still living with HIV. Sequence is the initial organizing strategy for the documentary, split into two distinct parts: five "storytellers" make their private stories public, and these are interspersed with traditional documentary news reel footage. The next central element is character, the chief responsibility of the storytellers as they make public their personal grief. Epstein's use of dialogue/text sequencing allows three distinct levels of discourse: a standard "voiceover," the voice of the news footage, and the voices of the interviewees, revealing sadness, anger, and hope. The final

Evaluation; *Program Implementation; *School Restructuring;
*Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Empowerment

Now that there are enough school-restructuring experiments to evaluate, one can examine what has been learned about transforming the restructuring concept into reality. Although principals recognize that restructuring will reshape their leadership role, studies show these administrators are pivotal to school-improvement efforts. Fred Neumann differentiates restructuring proposals according to four areas (student experiences, teachers' professional life, school management and leadership, and coordination of community resources) and presents six outcomes (authentic achievement, equity, empowerment, communities of learning, reflective dialogue, and accountability) for evaluating new structures. David Conley brings together findings from research, practice, policy analyses, and reformers' works. His book examines restructuring's rationale and context, changing role and responsibilities, dimensions, and process. Mark Berends' study of 214 schools discusses which of four general schooling categories were most frequently restructured, examines specific criteria met in each category, and speculates about why few of these schools were comprehensively restructured. Valerie Lee and Julia Smith focus on restructuring effects on middle-school students' achievement, engagement with academic work, and at-risk behaviors. Betty Davidson reports on how teachers' roles were affected in four schools that exchanged a top-down structure for a participatory, bottom-up Accelerated Schools model. (MLH)

ED 357 429

EA 024 830

Easton, John Q.; And Others
Local School Council Governance: The Third Year of Chicago School Reform.

PUB DATE- Mar 93

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Community Involvement; *Decision Making; Elementary Secondary Education; *Governance; Meetings; Parent Participation; Policy Formation; *Problem Solving; Program Evaluation; *Public Schools

IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils

This report proposes a new framework for understanding the different governance approaches taken by Local School Councils (LSCs) throughout the Chicago Public Schools, based on data collected during the 1991-92 school year. Meeting supervisors covered 155 council meetings at 14 randomly selected, representative schools, and interviewed principals, LSC chairpersons, and other key school community members. The framework identifies and describes four LSC school governance approaches: limited, moderate, balanced, and excessive. The four categories encapsulated some perceived general LSC involvement patterns and seemed congruent with two other variables--participation and motions. The limited-governance LSCs had low member participation and made very few motions during their 1991-92 meetings. Moderate-governance LSCs had medium participation and motion rates, very cordial relations with school staff, and efficiently run meetings dominated by the principal. The balanced-governance councils had moderately high scores on both variables, were true leaders in their

corporal punishment. Through simulation, each player must make several decisions on corporal punishment considering the contradictory forces of policy and politics. The exercise is intended to be engaging and provocative and to invite personal involvement that not only motivates participants but offers a useful common experience concerning corporal punishment. Included in the exercise are the basic scenario, supplementary material, and a detailed strategy to assist discussion leaders. Participants take the role of principal, make decisions concerning corporal punishment, and evaluate each other's judgments. A list of 26 selected readings on corporal punishment is included. (JPT)

ED 357 449

EA 024 867

Russo, Charles J., Ed.

Case Citations, 1993: Fifteenth Series (School Governance).

PUB DATE- 93

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)

DESCRIPTORS- *Boards of Education; *Court Litigation; Elementary Secondary Education; *Governance; *Legal Problems; *Legal Responsibility; Public Schools; *School Districts; School Law
This guide provides summaries and citations of federal and state court decisions covering five important areas of school governance in education. A one-paragraph summary and a full citation of each court decision are offered. An alphabetical listing of cases with page references is included at the end of each of the sections. The first section features decisions concerning local school board operation, including board meetings, board enactments and decisions, and judicial review of board actions. The second section discusses court decisions on state and regional boards and board officers, including constitutional and statutory provisions, state boards and officers, county boards and officers, and district and other local officials. The third section covers school district contractual, statutory, and tort liability. In the fourth section, court decisions on local school boards are reviewed, including school board elections, school board members, and board powers and functions. The fifth section includes court decisions concerning the creation, alteration, and dissolution of school district organizations: legislative powers and responsibilities, district's legal status and scope of authority, consolidation and merger in school district reorganization, minor alteration of boundaries in school district reorganization, and judicial review of school districts. (JPT)

ED 357 450

EA 024 868

Doerr, Edd; Menendez, Albert J.

Church Schools and Public Money: The Politics of Parochialism.

PUB DATE- Nov 91

NOTE- 156p.; Published in cooperation with Americans for Religious Liberty.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Elementary Secondary Education; Federal Aid;

Practice and Preparation for Social Reconstructionist Schooling" (Colleen A. Capper). An index is included as well as references at the end of each chapter. (JPT)

ED 357 470

EA 024 894

Patterson, Jerry L.
Leadership for Tomorrow's Schools.

PUB DATE- 93

NOTE- 115p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Role; Change Strategies; *Educational Administration; *Educational Principles; Elementary Secondary Education; *Futures (of Society); *Leadership; *Organizational Change; Organizational Climate; Systems Approach

This book presents a vision of leadership at work in the schools of tomorrow. School-based examples are used to provide guidelines for developing core values and using them to guide decision making. Chapter 1 proposes a framework that opens the organization to five areas: participation; diversity; conflict; reflection; and mistakes. The second chapter offers tips to help skeptics overcome their doubts and provides strategies for fighting the organizational status quo. Chapter 3 describes how tomorrow's values will look in action and outlines mistakes to avoid. Ways to create a "preferred future," rather than initiating reform that is pulled by the past, are presented in the fourth chapter. The process undertaken by the Appleton, Wisconsin, School District is also described. Chapter 5 describes how consensus decision making can be negotiated by openness to the above five areas and offers training suggestions for consensus building. The sixth chapter outlines seven basic guidelines for applying systems thinking to organizational problems. A scenario describes how such an organization might work. The last chapter presents the view that paradoxes are not mutually exclusive choices, but opportunities to combine seemingly incompatible elements. Seven figures are included. Appendices contain a position paper outlining the organizational values of the Appleton Area School District; examples of core values and guidelines for decision making; and a description of tools for reaching group decisions. (Contains 22 references.) (LMI)

ED 357 471

EA 024 895

Gaines, Gale F.; Cornett, Lynn M.
School Accountability Reports: Lessons Learned in SREB States.

PUB DATE- 92

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accountability; *Data Collection; Elementary Secondary Education; *Evaluation Utilization; Information Needs; Information Utilization; Performance; *Productivity; *Public Schools; *State Standards

IDENTIFIERS- *Southern Regional Education Board; *United States (South)

This policy paper is the second in a Southern Regional Educational Board (SREB) series on accountability reporting.

the attractiveness of the teaching profession. This issue brief examines whether teacher salaries have increased in recent years, how they compare with salaries in other entry-level occupations, and how they vary within and across school districts in the nation. Data on scheduled teacher salaries for school years 1987-88 and 1990-91 were obtained from the Schools and Staffing Survey (SASS), a nationally representative sample of public school districts. Findings indicate that teacher salaries are important indicators of the relative economic well-being of teachers and of general teacher supply-and-demand conditions in the United States. First, teacher salaries kept pace with the increase in the cost of living during 1988-91. Second, although teachers may find higher salaries in certain regions of the country and in the larger school districts, entry-level teacher salaries are not competitive with salaries paid in other entry-level positions. Third, the real cost in salary to new bachelor degree recipients who choose a teaching career, particularly for those in computer science, mathematics, and physical sciences, remains high. Three tables are included. (LMI)

ED 357 490

EA 024 921

Doyle, Denis P.

Education Policy for the 1980s and Beyond: A National Perspective. Education Policy Studies Occasional Papers. EPS 83, No. 5.

PUB DATE- Jun 83

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Change; *Educational Policy; *Educational Principles; *Educational Theories; Elementary Secondary Education; Federal Regulation; *Federal State Relationship; Modernism; *Politics of Education; Private Schools; Public Schools; School Choice; *School Role

The quality of elementary and secondary education was the most important issue for the American public in the 1980s. The nation's economic health, social well-being, political viability, and international standing depend to a great degree on the success of our education system. As well as ensuring equal opportunity for all Americans, schools help provide students with the skills needed in a knowledge-based society. Two institutional barriers exist to improving the education system: the beliefs that education should not be political, and that education is a science. Education is necessarily political. Many of the conflicts in education result from a mistaken belief that modernist changes to education are technical rather than political. Education must be guided by deeper purposes: conservatism, liberty, discipline, continued learning, and individual development. The other major barrier to education improvement is the belief that education is a science, and not an art. Treating education as a science has led to the institutionalization of the suspension of judgment at the lower levels. More money is not the solution to educational excellence; reallocation of money is. The federal government must provide support and guidance for the research and analytical activities of individual schools and states. (Contains 39 references.) (JPT)

ED 357 491

EA 024 924

wealth ratio. The recommendation is made to streamline the basic and categorical grants-in-aid programs, which consist of an unnecessary supplemental-support aid program and an overly complicated high tax-aid program. One figure and two tables are included. (Contains 11 references.) (LMI)

ED 357 510

EA 024 962

Randall, Ruth E.
Restructuring Schools: Choice.

PUB DATE- Apr 91

NOTE- 8p.

LANGUAGE- English.

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Change; *Educational Innovation;
*Educational Opportunities; Elementary Secondary Education;
Incentives; Nontraditional Education; *School Choice; *School
Restructuring

IDENTIFIERS- Minnesota

Issues in restructuring, based on the experiences of a former Minnesota Commissioner of Education, are presented in this paper. The restructuring of Minnesota schools could be characterized as movement from: K-12 to lifelong learning; ad hoc programs to a comprehensive policy for at-risk children; a few leaders to many leaders; inputs to outcomes; and monopoly to choice. Two forces at work in the education system are identified--administrative and market forces. It is argued that incentives and opportunities will produce faster, longer-lasting change than will mandates and regulations, and that choice provides incentives for school improvement. Two major challenges must be met for school choice to live up to its promise. The first challenge involves implementation, assessment, and evaluation of the triad of choice policy, consumer information and diversity of learning opportunities. The second challenge is for superintendents, principals, teachers, and boards of education to understand their new roles, responsibilities and relationships, to define them, and then take appropriate action. Radical followups of choice include teachers in private practice working as entrepreneurs rather than employees, and the creation of choice include teachers in private practice and the creation of new innovative public schools. A conclusion is that choice drives change, which provides greater learning opportunities for all children. (LMI)

ED 357 511

EA 024 963

Hammer, Charles H.; Rohr, Carol L.
Teaching, Administrative, and Others Work Experience of Public
School Principals. Issue Brief.

PUB DATE- Jun 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Characteristics; Administrator
Effectiveness; *Administrator Qualifications; Elementary
Secondary Education; Occupational Surveys; *Principals; *Public
Schools; *Work Experience

IDENTIFIERS- *Schools and Staffing Survey (NCES)

The National Center for Education Statistics 1990-91 Schools and
Staffing Survey examined the prior work experience of

Disabilities Education Act. The survey, conducted to examine the nature and scope of interagency coordination efforts, was completed and returned by 38 coordinators. Nine areas of coordination are addressed: major coordination goals, age range targeted for coordination, development of the vision for a coordinated service system, agencies involved, structure used, policies, staffing, accomplishments, and state evaluation efforts. Findings indicated that: (1) coordinators viewed the purposes of coordination from a broad perspective; (2) 70 percent of the states were only coordinating services for ages 0-3; (3) the mean number of agencies involved in service coordination was 4.8; (4) 78 percent used a group of directors to develop Part H policies; (5) most states had developed one or two interagency agreements; (6) mean number of full time staff was 5.7; (7) 13 areas of progress were identified; and (8) 17 states were involved in evaluating service coordination. (Contains 36 references.) (DB)

ED 357 529

EC 302 071

Thomas, Roberta Rodriguez
High School Programs for High Ability Students. Program Evaluation Report.

PUB DATE- Jun 92

NOTE- 4Sp.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Ability Identification; *Academically Gifted; *Advanced Courses; Advanced Placement; *Curriculum Evaluation; Educational Needs; Financial Exigency; High Schools; High School Students; Honors Curriculum; Magnet Schools; *Program Evaluation; School Demography; Student Attitudes; Student Placement

IDENTIFIERS- *Orange County Public Schools FL

This evaluation report examines high school programs for high ability students in Orange County, California. The evaluation study used interviews, surveys, and a review of records. It was found that: (1) all high schools have developed a course of study for high ability students, including Advanced Placement, honors, and four magnet programs; (2) all schools have a process for identifying high ability students and directing them to more rigorous academic courses; (3) those schools with course/program analysis systems in place were found to be more fully meeting student needs; (4) most students felt that courses were preparing them adequately for the next level courses; (5) major concerns expressed by administrators and practitioners focused on threats to these programs as a result of reduced funding; (6) almost all schools utilized district-level incentive funds in program development; and (7) the implications of changing demographics have not been fully incorporated into program planning. The report briefly presents the purpose of the evaluation, related district goals, the program description, evaluation questions, and procedures. Most of the report is given to analysis of findings and recommendations for each school. (DB)

ED 357 530

EC 302 072

Chen, Deborah; McCann, Mary Ellen
Selecting a Program: A Guide for Parents of Infants & Preschoolers with Visual Impairments.

PUB DATE- 93

NOTE- 33p.; Photographs will not reproduce well.

IDENTIFIERS- *Americans with Disabilities Act 1990

The ADA Watch was established in 1991 to monitor implementation of the Americans with Disabilities Act of 1990 (ADA). The ADA Watch covers all titles of the law, all regions of the country, and all sectors of the economy. This report summarizes major ADA Watch findings and recommendations from a study conducted from October 1991 to November 1992. The report discusses efforts to implement the ADA by the federal government, people with disabilities, covered entities, nonprofit organizations, and entrepreneurs. It describes reports of handicap discrimination and efforts to address discrimination problems. It presents descriptions of exemplary efforts to comply with the ADA, outlines areas in which technical assistance and information are needed, points out ADA issues requiring federal action, and provides a research agenda. Twenty-two findings and 15 recommendations are discussed. The report concludes that there has been substantial progress in implementing the ADA during its early stages, and no amendments to the law should be made at this time. Appendices contain lists of Department of Justice technical assistance grantees, demonstration projects, technical assistance centers, project summaries, and a list of related videocassettes. (JDD)

ED 357 549

EC 302 092

Young, Eileen Boyle; Kerr, April
Using Computers in Summer Fun in the City.

PUB DATE- Mar 93

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy;
Computer Uses in Education; Elementary Education; Elementary
School Students; *Integrated Curriculum; *Mainstreaming;
*Mental Retardation; Pilot Projects; Recreational Programs;
*Summer Programs; Urban Education

IDENTIFIERS- LOGO Programing Language

Summer Fun in the City was a pilot inclusion project of the Council for Retarded Citizens of Jefferson County, Kentucky. It was a 2-week recreational educational program for students, ages 7 to 14, with diverse abilities and disabilities. One component of the program was the use of computers, with children using LogoWriter as their tool. The program's teachers, who were simultaneously enrolled in a graduate education course, reviewed research on the use of Logo with special needs students, learned how to use LogoWriter and Macintosh computers as learning tools, and learned how to use computers as an integral part of the curriculum. Students were divided into small integrated groups to complete individual and small group writing and drawing activities. Computer activities were integrated into the curriculum by having students use the computers to create name badges to wear on field trips, draw and label scenes seen on field trips, and compose thank you letters to field trip hosts. (JDD)

ED 357 550

EC 302 093

Robey, Elaine, Ed.
Opening the Doors: Using Technology To Improve Education for

SPONS. AGENCY- Minneapolis Foundation, Minn.

PUB DATE- 90

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Change; *Behavior Disorders; Behavior Problems; Definitions; *Developmental Disabilities; Drug Therapy; Elementary Secondary Education; *Etiology; Incidence; Individual Characteristics; *Intervention; Self Destructive Behavior; *Self Mutilation

This guide to preventing self-injurious behavior, in question-and-answer format, is intended for parents, teachers, and other caregivers of people with disabilities. It describes the more common types of self-injurious behavior, discusses methods for identifying causes of self injury, and outlines interventions. Specifically, the guide covers: (1) characteristics of self injury, including a definition, incidence data, and particular disabilities often associated with self injury (i.e., autism, Cornelia de Lange syndrome, Fragile X syndrome); (2) causes of self injury, focusing on current beliefs that self-injurious behavior usually has multiple causes, the role of medical problems, the possible role of dietary factors, self injury as a form of communication, and the relationship of self stimulation to self injury; and (3) treatments for self-injury, such as drug treatment, communication training, providing a positive environment with more rewarding activities than self injury, and response suppression procedures. Eleven additional sources of more information are listed. (DB)

ED 357 570

EC 302 116

Brankin, Gayle P.; And Others

Building Methods That Work: A Curriculum Developmental Manual for Including Citizens with Disabilities in Literacy Programs.

SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.; Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.; Illinois State Dept. of Rehabilitation Services, Springfield.; Illinois State Office of the Secretary of State, Springfield.

PUB DATE- Sep 91

NOTE- 126p.; Produced by Lawdan, Ltd.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Access to Education; *Adult Basic Education; *Curriculum Development; *Disabilities; Individualized Instruction; *Literacy Education; Student Educational Objectives; Student Evaluation; Teacher Student Relationship; Teaching Methods; *Tutorial Programs

This manual for literacy tutors focuses on interactional processes between the tutor and adult student (including those with disabilities). Six processes are stressed throughout: (1) getting to know the learner, (2) participatory assessment, (3) learner-directed goal development, (4) gathering and developing teaching resources, (5) implementing the chosen program of study, and (6) program evaluation. The manual contains five sections. Section I examines principles for including citizens with disabilities in literacy projects. Section II discusses assessment practices and suggests ways to actively involve the

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Accessibility (for Disabled); *Building Design; Design Requirements; *Housing; *Physical Disabilities; *Physical Mobility; *Wheelchairs

IDENTIFIERS- *Mobile Homes

Two brief fact sheets for people with disabilities provide information on: (1) modifying a trailer to make it accessible for persons with mobility impairments, especially those in wheelchairs, and (2) accessibility considerations for home buyers or home owners with mobility impairments. The first fact sheet identifies inherent problems in modifying trailers because of their small size and shortage of load bearing walls. It then makes specific modification suggestions about entrances and exits, safety, grab bars, bathrooms, halls and doorways, kitchens, and living rooms. The second fact sheet provides a check list to allow home buyers to make a comparative analysis of accessibility. The check list addresses: general considerations, site considerations, door openings, kitchens, bathrooms, interior circulation, and building elements. (DB)

ED 357 591

EC 302 139

Kipling, Marsha D.

Closed-Captioning...Accessibility to Information and Entertainment. Key Notes.

PUB DATE- 91

NOTE- 6p.; Funds were provided by the Agent Orange Assistance Program and United Cerebral Palsy Associations, Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accessibility (for Disabled); *Captions; *Communication Aids (for Disabled); *Communication Disorders; *Deafness; Federal Legislation; Hearing Impairments; Illiteracy; Limited English Speaking; Telecommunications; *Television Viewing

IDENTIFIERS- *Captioned Media; *National Captioning Institute

This fact sheet provides basic information on closed captioning as a source of information and entertainment for people with hearing impairments. It describes the role of the National Captioning Institute (NCI), defines closed captioning, and notes NCI activities in three areas: development of the TeleCaption decoder, obtaining the cooperation of television networks, and finding financial sponsorship. Expansion of NCI's role into off-line captioning and real-time captioning is mentioned, and the wide range of closed caption selections now available is noted. Specific sources for the necessary decoder and additional information are given. The future of captioning and other uses of captioning (such as with limited English speaking students and functionally illiterate adults) are briefly considered. Finally, it is pointed out that equal access to electronic information is now a right under the Americans with Disabilities Act. (DB)

ED 357 592

EC 302 140

standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of microcomputer electronics and documents the level of achievement that the student demonstrates. (KC)

ED 357 142

CE 061 897

Computer Servicing Technology. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; *Computers; Cooperative Education; *Electronic Equipment; Electronics; Electronic Technicians; Employment Potential; Entrepreneurship; Facility Guidelines; Instructional Materials; Job Skills; Occupational Information; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; *Repair; State Curriculum Guides; Student Organizations; Student Participation; Teacher Improvement; Technical Education; *Troubleshooting

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a computer servicing technology program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of computer servicing technology and documents the level of achievement that the student demonstrates. (KC)

and creation of a database of information on 310/353 projects funded during 1984-90. The assessment found that the 310/353 projects have addressed the needs of adult education very well during the period investigated. Survey responses revealed a high level of agreement with statements describing the broad contributions of the program to adult education. According to survey responses, the program has contributed most to the areas of adult basic education and literacy, followed by General Educational Development Tests and teacher training. The program has had the least impact upon organizational structure, health, and crime. However, respondents indicated that the funding does not go far enough and that great need continues to exist in all areas. Recommendations were made to improve the application, award, and funding process, project operations; awareness and dissemination procedures; and monitoring. (Appendixes include the survey instruments, the project review and instructional materials review checklist, five figures, and seven tables. Contains 18 references.) (KC)

ED 357 159

CE 063 099

Jones, Hywel Ceri

Qualifications in a Learning Society.

PUB DATE- 23 Sep 92

NOTE- 14p.; Keynote address presented at the United Kingdom Presidency Conference, "Skills for Europe--1993 and Beyond" (London, England, United Kingdom, September 23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Continuing Education; *Educational Needs; *Education Work Relationship; Employment Problems; Foreign Countries; *Futures (of Society); *Job Training; *Lifelong Learning; Postsecondary Education; Unemployment; Womens Education

IDENTIFIERS- *Europe

It is necessary to raise the standards of the education and training response and to demonstrate that European cooperation in education and training can give practical added value to help individuals both to learn and to use their knowledge and experience as part of their personal and professional development wherever they may be in the Economic Community. Of greatest strategic importance is lifelong learning to the individual and to society as a whole; it is urgent that a lifelong learning system be developed in a Europe-wide context. At present, the European education and training systems are not providing large numbers of young people the minimum competencies and qualifications needed to enable them to get into the labor force. The training systems are not fast enough in their response to new skills needs resulting from technological change and sharpening economic competition; social policies tend to remain in a passive "income maintenance" posture that leads to long-term unemployment and dependence on state support. The more positive results of the ad hoc training measures attempted in the 1970s and 1980s must now be incorporated into an organized postcompulsory education and training system. Qualifications derived from education will be increasingly necessary, and more efforts are needed to attract women and girls to enter higher-paid occupations that require longer and higher levels of training. In addition, there needs to be a marked shift of emphasis throughout Europe to put a new high premium on continuing education and training for the adult work force, with a new commitment to providing

appendices of participant profiles and sample materials from the Rockhampton College study; and (3) 9 appendices of sample materials from the Redlands Community College project. (KC)

ED 357 178

CE 063 541

Harmon, Hobart L.

Work Force Preparation for Technician-Level Occupations.

PUB DATE- 6 Aug 92

NOTE- 9p.; Summary of a presentation made at the Technical and Adult Education Conference (17th, Charleston, WV, August 6, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; Articulation (Education);

*Associate Degrees; Entry Workers; Government School

Relationship; Integrated Curriculum; Job Skills; Job Training;

*Labor Force Development; Labor Needs; Paraprofessional

Personnel; *Program Development; School Business Relationship;

Technical Education; *Technical Occupations; *Technological

Advancement; *Technology Education; Two Year Colleges

IDENTIFIERS- *Tech Prep

The Tech Prep Associate Degree (TPAD) program must be clearly focused on technician-level occupations, which are expected to have the greatest occupational growth. Generally, the preparation required to enter the work force at the technician level is completion of an associate degree program that includes 50 percent theory and 50 percent applied vocational-technical or related instruction. In most instances, use of technology in the workplace dictates the preparation needed to perform the role of a technician. According to the literature on "high tech," service industries lack the glamour of high tech, but technology innovations have changed the skill requirements of workers; technology extends human capabilities, is applied human knowledge, is application based, and exists in both physical and social domains. The emphasis on integrating academic and vocational-technical education could not have come at a better time. "Doing" and "thinking" must be combined if the TPAD program is to prepare technicians successfully for the workplace. Research shows that entry-level electronics technicians are expected to have both academic and vocational-technical skills. Seven TPAD pilot projects underway in West Virginia should reveal how the public school and higher education systems can work cooperatively to serve students and the state. Educators, business, government, and parents must work cooperatively to carry out the TPAD work force preparation program. (YLB)

ED 357 179

CE 063 546

Crusoe, John A., Comp.

Cooperative Education Student Employee Salary & Benefits Survey, 1992. Midwest Region.

SPONS. AGENCY- Michigan Council for Cooperative Education.

PUB DATE- 14 Mar 93

NOTE- 67p.; For the 1991 survey, see ED 344 033.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; College

Graduates; College Programs; *College Students; Community

or work force basic skills programs. Listings for each state, arranged alphabetically, include the following: chief statewide contacts, state Job Opportunities and Basic Skills programs, family literacy, library literacy programs, state Laubach contact, state correctional education contacts, state Literacy Volunteers of America contact, work force/workplace literacy, voluntary programs, community colleges, community-based programs, state literacy hotline, and city/regional contacts or hotlines, if any. The national organizations (listed following the states' listings) can also provide helpful information and advice on state-level activities and on national initiatives that have a state impact. These include the following: general organizations; the U.S. Departments of Education, Labor, and Health and Human Services; community colleges; community-based programs; voluntary programs; state literacy initiatives; union literacy programs; refugee and immigrant programs and English as a Second Language; federal corrections; family literacy programs; libraries; national literacy hotline; and PLUS (Project Literacy U.S.) hotline. (YLB)

ED 357 198

CE 063 594

Chaifetz, Marilyn

A Manual on Developing an International Work Program: The Nassau Community College London Retailing Co-op Model.

PUB DATE- 92

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Community Colleges; *Cooperative Education; Distributive Education; Foreign Countries; *International Educational Exchange; International Programs; *Retailing; *Student Exchange Programs; Student Recruitment; *Study Abroad; Two Year Colleges

IDENTIFIERS- England (London); *Nassau Community College NY

This booklet is an attempt to demonstrate how to develop an international cooperative education program based on the example of Nassau Community College's London Retailing Co-op program. The booklet's five sections focus on specifics of the model, beginning with the history and background of the Nassau Community College program. The following section provides information on program development and design, and includes discussions on tailoring the program to community college students, assessing feasibility, gaining administrative approval, course credits and outlines, coordinator's compensation, job placements, travel arrangements, housing, and participant evaluation. The last two sections offer suggestions for recruiting and selecting participants, preparing for departure, and things to do after arrival overseas. The booklet contains three appendixes: a program timetable, a sample disclaimer waiver and release of liability, and a student-review checklist. (KC)

ED 357 199

CE 063 596

Hautecoeur, Jean-Paul, Ed.

Alpha 92. Current Research in Literacy: Literacy Strategies in the Community Movement = Alpha 92. Recherches en alphabétisation. Strategies d'alphabétisation dans le mouvement associatif.

Chapter 1 examines the role of an effective instructor as a behavior model and change agent. Instructional communication (speaking, platform, listening, and questioning skills) and interaction among instructors and learners is covered next. In chapter 3, the adult learning process is analyzed within the context of Gagne's learning theories. The next three chapters outline procedures for writing and using instructional objectives, evaluating instruction and constructing and evaluating tests, and developing lesson plans for effective instruction. Chapter 7 covers methods of instructional delivery in classrooms, laboratories, and on-the-job training settings. Procedures for motivating adult learners (including techniques for using learners' needs to enhance motivation and specific instructional processes that enhance motivation) are presented in chapter 8. Chapter 9 outlines a procedure for comprehensive lesson, course, and program evaluation. The final chapter includes specific techniques for managing learning environments and using various media (instructional aids, computer-assisted instruction, and computer-managed instruction) to enhance the learning environment. Contains 84 references. (MN)

ED 357 217

CE 063 617

Cruz, Sandra C.

Learning Strategies for Adults. Compensations for Learning Disabilities.

PUB DATE- 91

NOTE- 130p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accessibility (for Disabled); Adult Education; Adult Learning; *Adult Students; Assistive Devices (for Disabled); *Compensatory Education; Educational Diagnosis; Educational Environment; Foreign Countries; *Holistic Approach; *Learning Disabilities; *Learning Strategies; Notetaking; Reading Difficulties; Remedial Instruction; Student Evaluation; Study Skills; Time Management; Writing Difficulties

IDENTIFIERS- Goal Setting

This book is a practitioner's guide to presenting various compensatory learning strategies to adult students with learning disabilities. The introductory chapter defines key terminology related to adult learners, learning disabilities, and compensatory strategies; learning and learning-disabled adults; and the principles of adult learning. Chapter 2 outlines an eight-step informal diagnostic process called HELP (Holistic Educational Literacy Process) that is designed to help adult educators evaluate adult learners' skills in the following areas: oral reading, listening with earphones, listening and notetaking, signaling, using pictorial and other organizers, summarizing and revising, and using abstract reasoning to develop conclusions. The remaining four chapters provide practical compensatory strategies that learning-disabled adults can use at their workplace or in higher education settings. The following topics are covered: using available general, study, and instructional supports; setting goals and mastering time management; improving reading fluency and comprehension; and developing notetaking and written language skills. Contains 63 references. (MN)

ED 357 218

CE 063 619

Smith, Thomas J.
Federal Employment Training Programs for Youth: Failings and Opportunities.

PUB DATE- 26 Mar 93

NOTE- 19p.; Based on research conducted for the U.S. Department of Labor. Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Career Education; Change Strategies; Educational Change; Educational Research; *Federal Programs; Job Placement; *Job Training; On the Job Training; Policy Formation; *Program Effectiveness; Program Improvement; *Public Policy; Research Needs; Vocational Education; Work Experience Programs; *Youth Employment; *Youth Programs

IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982; Youth Employment and Demonstration Projects Act

For 30 years, the following programming strategies have become the backbone of public policy regarding youth employment: work experience, labor market preparation, job placement, on-the-job training, and occupational training. Three sources were used to analyze the effects of these core employment strategies on youth: a 1985 comprehensive study of 28 Youth Employment and Demonstration Projects Act research studies; a 1984 analysis of the Continuous Longitudinal Manpower Survey; and a 1993 evaluation of the Job Training Partnership Act. The analysis established that federal programs designed to address the problems of youth employment have failed in their current form. Specifically, the analysis demonstrated the following: (1) the failure of the "magic bullet" theory, which states that some single correct intervention would be sufficient to alter the life trajectory of a disadvantaged youth enough to enable that youth to enter the workplace successfully; (2) the absence of developmental thinking in programs (specifically, failure to recognize the differences between the needs of unemployed adults and those of youth having difficulties making the transition into the labor force); and (3) a lack of long-term research and failure to design studies in a way that would permit their findings to be generalized or compared. (Contains 21 references.) (MN)

ED 357 236

CE 063 640

Keefer, Matthew Wilks

Gilligan's Moral Orientation Hypothesis: Strategies of Justification and Practical Deliberation.

PUB DATE- 25 Mar 93

NOTE- 28p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Adults; Ethics; *Evaluation Methods; *Moral Development; *Moral Values; Psychological Studies; *Sex Differences; Thinking Skills; *Validity

IDENTIFIERS- Gilligan (Carol); Kohlberg (Lawrence)

Previous studies failed to determine whether Gilligan's (1982)

with the majority of participants being male, about 51 years of age, holding advanced degrees in the social sciences. Some of the findings were as follows: (1) directors and district directors preferred to use the integrating conflict management style in conflict situation; (2) the majority of the administrators were of the thinking/judging personality style, indicating they make logical, objective, and tough-minded decisions and prefer a decisive, structured, and organized environment; (3) administrators who favored the intuitive style were more apt to use the integrating conflict management style when confronted with a conflict situation; (4) administrators who favored the judging preference were more apt to avoid conflict situations; (5) as tenure in extension increased, the more the administrators preferred to use the avoiding conflict management style; and (6) administrators tended to use the integrating and obliging conflict management styles less as their tenure in an administrative position increased. Recommendations were made to help administrators to understand the strengths and weaknesses inherent within each of the five conflict management styles and work toward being able to use each style appropriately depending upon the situation. (Contains 14 references.) (KC)

ED 357 253

CE 063 672

Disney, Richard; And Others

Helping the Unemployed. Active Labour Market Policies in Britain and Germany.

PUB DATE- 92

NOTE- 279p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Comparative Analysis; *Employment Patterns; Employment Services; Foreign Countries; Job Development; Job Placement; Job Training; *Labor Market; Policy Formation; *Public Policy; Retraining; Tables (Data); *Unemployment

IDENTIFIERS- *Germany; *Great Britain

Both Germany and Great Britain have recently experienced increases in unemployment. Both countries have developed substantial labor market programs. Germany offers full-time adult training and retraining courses for employed and unemployed persons. Great Britain has a system of youth training but, until recently, has done little for adults. It has now, however, instituted a large program of part-time employment training for unemployed adults and subsidies to employers providing work experience. Germany has its own recruitment subsidy system that subsidizes 50-70 percent of the wages earned by persons recruited from the ranks of the hard-to-place unemployed. Germany has a job creation scheme for employing mostly long-term unemployed persons with a focus on social service employment, whereas Great Britain abolished its own large-scale job creation program in 1988 and now allocates resources directly to training. Both countries offer free job placement services. In Great Britain, the Restart Programme works to remotivate unemployed persons and pressure them to fill available vacancies. Both countries' employment programs have had degrees of success in reducing unemployment but could be improved by the following: an active system of placement and counseling, a system to recruit hard-to-place workers, and a system of publicly supported temporary work at regular workplaces. (13 figures; 62 tables; 169 references.) (MN)

ED 357 271

CE 063 700

Zigler, Ted A.

A Case Study Evaluation of an Innovative Educational Administration Preservice Program on Adult Cognitive Development.

PUB DATE- Apr 93

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Education; Adult Development; Case Studies; *Cognitive Restructuring; *Cognitive Structures; *Educational Administration; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Workshops

A study examined the effects of an intensive, 7-week, introductory workshop-type experience using recommended techniques to promote adult growth for a group of 29 aspiring educational administration students. The study specifically examined whether the process and experience of the academy (workshop) produced a change in cognitive-developmental stages (changes in moral judgment, conceptual level of each individual, and self-perception). The quantitative analysis involved a pre-post comparison of the 29 subjects. Independent variables were the training, instruction, and curriculum of the 7-week Administrator Development Academy. The activities and strategies of the academy curriculum consisted of group activities, simulations, role-playing, guided personal reflection, self-assessments, and personal planning, done under a very supportive faculty. Quantitative measures used were Hunt's Paragraph Completion Method and Rest's Defining Issues Test. The qualitative measures used were analyses of student journals, self-reports, questionnaires, and interviews. The main conclusions of the study were as follows: (1) the selection process for the academy resulted in a group of teachers who were of a very high conceptual level; (2) the posttests of subjects on both instruments resulted in more subjects in the desired higher stage levels of development at the end of the program; and (3) self-reports and evaluations of students revealed personal development in many areas. Group work, simulations, and role-playing were all said to be instrumental in their development. (Contains 24 references.) (KC)

ED 357 272

CE 063 701

Yap, Kim; Owens, Thomas R.

A Statewide Evaluation of Professional Technical Education in Oregon. Final Report.

SPONS. AGENCY- Oregon State Advisory Council for Career and Vocational Education, Salem.; Oregon State Dept. of Education, Salem. Office of Community Coll. Services.; Oregon State Economic Development Dept., Salem.

PUB DATE- Mar 93

NOTE- 217p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Articulation (Education); *Educational Practices; *Education Work Relationship; High Schools; Postsecondary

nontraditional programs. Significant DVACE achievements in vocational education program improvement, innovation, and expansion included the following: implementation of the Florida Constructive Youth Program for economically disadvantaged youth; initiation of the Technology Education Lab/Southern Regional Education Board pilot programs; development of a Master Inservice Plan for Vocational Educators; technical assistance on integration of academic and vocational education; dissemination of a Strategic Plan for Vocational, Adult, and Community Education; and material development to implement the Blueprint for Career Preparation. Community-based organizations received assistance for development of programs, services, and activities to enhance participation of severely economically and educationally disadvantaged youth. Consumer and Homemaking Education received funds for instructional programs and services that benefited 125,944 students. (Appendixes include student enrollment table, descriptions of exemplary programs, and topic index. Contains 15 tables/graphs.) (YLB)

ED 357 291

CE 063 765

Florida VIEW 1992-94. Careers.

PUB DATE- 92

NOTE- 495p.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; Career Development; Career Education; *Career Information Systems; Career Planning; *Careers; Demand Occupations; Education Work Relationship; Employment Opportunities; *Employment Qualifications; Job Analysis; *Job Skills; Labor Needs; *Occupational Information; Occupations; Postsecondary Education; Secondary Education; State Programs

IDENTIFIERS- *Florida Vital Information for Education and Work Information on 417 occupations is provided in this book.

Introductory materials describe Florida Vital Information for Education and Work (VIEW), a complete system of career, education, and financial aid information; printed information and additional support materials; and use of this book. Four indexes appear first. The interest/occupational title index is an alphabetical listing of the occupations with cross-references to the Dictionary of Occupational Titles (DOT), Standard Occupational Classification (SOC), VIEW Interest Survey Career Fields, Worker Trait Group (WTG) as used in the Guide for Occupational Exploration (GOE), and John Holland's Self-Directed Search Codes (SDS). The Career Field Index is for students to use to match their answers to the VIEW Interest Inventory. The Occupation/Program Index lists alphabetically occupations and programs of study that offer training. The WTG Index lists WTG number and title with a description of the interest area and VIEW occupations that fall in a particular interest area. Career information follows. Each occupation has a full page of information that lists the following: SOC number; DOT number; GOE interest area; description; environment; location and hours of work; physical demands; primary physical activities; DOT classification indicating level of skill required to relate to data, people, and things; Holland types; aptitudes; interests; temperaments; industries that employ this occupation; similar occupations; programs of study; education level; average beginning wage; and future outlook. (YLB)

ED 357 292

CG 024 842

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Cultural Differences; Foreign Countries; Marriage; *Mate Selection; Secondary Education; Secondary School Students; *Student Attitudes

IDENTIFIERS- Guatemala; Iceland; Mexico

A number of cross-cultural researchers have proposed that the most important dimension of cross-cultural variation is that of individualism-collectivism. It seems likely that general cultural dimensions such as individualism and collectivism might be expressed in ideas about potential mates. The purpose of this study was to directly compare the rankings of importance of 10 qualities of the opposite-sex ideal for young adolescent in four countries, the individualistic nations of Iceland and the United States, and the more collectivist nations of Mexico and Guatemala. Participants, 600 young adolescents 11 to 16 years old, included 49 students from Iceland, 341 students from the United States, 88 from Mexico, and 122 from Guatemala. The questionnaire was administered in the local language. Although significant differences in the qualities of the opposite-sex ideal were demonstrated, the values expressed did not correspond to the country groupings according to individualism and collectivism. Only in their rankings of the quality of being very intelligent did adolescents from the collectivist nations Mexico and Guatemala respond similarly to each other, and significantly differently from the individualistic nations of the United States and Iceland. Thus, while adolescents' views of the opposite-sex ideal reflect their cultural values, the four nationalities each generated a unique pattern of values. (ABL)

ED 357 311

CG 024 862

Brody, Leslie R.; And Others

Shame, Guilt and Emotional Intensity in Relation to Family Structure and Process in Late Adolescent Males and Females.

PUB DATE- Mar 93

NOTE- 12p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; *College Students; *Emotional Response; *Family Relationship; *Family Structure; Higher Education; Parent Child Relationship; *Sex Differences

This study explored relations between emotions (including shame, guilt, and the intensity of positive and negative affects), family structure (alliances between family members and boundaries between family members), and family process (disengagement, enmeshment, and cohesiveness). The sample consisted of either students enrolled in a general psychology college course or their siblings, totaling 52 females and 35 males, aged 18-27 years. Measures of emotion included the Personal Feelings Questionnaire and the Affect Intensity Measure; measures of family functioning included the Family Relations Grid, the Family Characteristics Questionnaire, and the Permeability of Boundaries Questionnaire. Results confirmed that family structure and process, and especially the quality of boundary relationships between family members, related to reported individual affective functioning and to sex

Abilities within the Context of the Development of Literacy" (M. Hughes and D. Searle); "The Relationship between Rapid Automated Naming and Orthographic Knowledge" D. R. Bear and D. Barone); "The Effects of the CVS Strategy on Children's Learning" (E. Carr and others); "The Relationship between Reading Practices Literature and Teachers' Talk about Practices" (P. L. Anders); "Prediction Training and the Comprehension and Composing Performance of Fourth-Grade Students" (M. W. Spears and L. B. Gambrell); "Elementary Students' Use of Imagery in Developing Meaning in Literary Text" (B. C. Konopak and others); "Bridging across Instances of a Concept in Science Instruction" (C. S. White and others); "An Analysis of the Array of Literary Works in District Core Reading Lists, Grades K-6" (J. Flood and others); "Bart: A Case Study of Discourse about Text" (S. I. McMahon and others); "A Community of Learners Selecting and Developing Writing Topics" (E. A. Connell and P. P. DiStefano); "Implementing Whole-Language Learning: Adult Literacy Teachers' Problems and Concerns" (N. D. Padak and others); "Thriving and Growing with Change" (L. R. Roehler and others); "Basals, Teacher Power, and Empowerment: A Conceptual Framework" (K. F. Thomas and others); "Preservice Teachers' Conceptions of Content Area Literacy" (C. J. Gordon and M. Hunsberger); and "Comprehension Instruction in Literature-Based Reading-Language Arts Classroom" (D. W. Emery). (RS)

ED 357 331

CS 011 299

Reimer, Kathryn Meyer; Bruce, Bertram C.
Building Teacher-Researcher Collaboration: Dilemmas and Strategies. Technical Report No. 577.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - General (140)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Ethics; Higher Education; *Research Methodology; *Research Problems; Teacher Role
IDENTIFIERS- *Collaborative Research; *Teacher Researcher Cooperation

Based on a session at a recent National Reading Conference meeting in which researchers shared the dilemmas they faced and the strategies they developed for coping with the complexity of new forms of research, this paper examines some of the ethical dimensions of collaborative research. Following a discussion of the trade-offs in collaborative research, the report examines some of the problems related to the topic, including those of identifying the specific roles of teachers and researchers, time constraints, and institutional and political constraints. The report concludes with a list of conditions for successful collaboration. (Author/RS)

ED 357 332

CS 011 301

Webre, Elizabeth C.
Guidelines for Children's Poetry Appreciation and Poetry Writing and Suggested Books and Activities.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April

biologist in the environmental division was chosen for a case study since it was suspected that the professional interests and ideology of a civilian biologist would conflict with those of the military command of the facility. All her professional writing was closely examined. Results indicated that: (1) ideological issues of quantification versus qualification appeared regularly; (2) the institutional realities are not accepted as natural, but ideologically constructed; and (3) the biologist understood the tensions inherent in her position. (RS)

ED 357 351

CS 213 804

Kizza, Immaculate

Placement Tests: The Writer's Reactions.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- College Freshmen; *Freshman Composition; Higher Education; *Student Attitudes; *Student Placement; Writing Attitudes; Writing Research; *Writing Tests

IDENTIFIERS- University of Tennessee Chattanooga

A study examined students' reactions to a writing placement test.

Subjects, 98 fall 1992 freshmen at the University of Tennessee Chattanooga, completed a questionnaire. Results indicated that:

(1) only 24% liked the assigned writing topic; (2) 97% found the statement of the topic clear and understandable; (3) 77% were comfortable with the one hour allowed for the test; (4) 85% found the room comfortable; (5) 75% felt prepared for the test, but in different ways; and (6) 76% indicated that they could "hold their own" as writers. Follow-ups indicated that 98% of the students successfully completed whichever course they were placed in based on the placement test.

Recommendations include: setting familiar topics that transcend socioeconomic barriers, previous preparation, and experience; and bridging the gap between high school English teachers and their college counterparts so that they can discuss their expectations of and assumptions about student writing. (RS)

ED 357 352

CS 213 805

Gorrell, Donna

Portfolios for New (and Experienced) Teachers of Writing.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Grading; Higher Education; *Portfolios (Background Materials); Teacher Behavior; *Teacher Role; Teacher Student Relationship; *Writing Evaluation; *Writing Instruction; *Writing Processes

IDENTIFIERS- Alternative Assessment; New Teachers; Portfolio Approach

The portfolio approach to teaching writing brings the writing process into the classroom and enables the new teacher--and all teachers--to see writing from a new perspective, to truly be

Literature in the Secondary School: Studies of Curriculum and Instruction in the United States.

PUB DATE- 93

NOTE- 310p.; For the full reports on which this document is based, see ED 309 453, ED 315 753, and ED 333 467-468.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Research; *English Instruction; *Literature Appreciation; Middle Schools; Private Schools; Public Schools; Secondary Education; *Teacher Behavior; Teaching Load; Teaching Methods

IDENTIFIERS- English Teachers; *Response to Literature; Writing Contexts

Presenting findings from a wide-ranging study, this book considers the present state of literature teaching in American middle and secondary schools. Probing both context and the instructional approaches, the book shows a discipline staffed by teachers better educated than their predecessors but carrying heavy class loads and isolated from current thinking in literary criticism and pedagogy. The book is based on a series of four interrelated studies: (1) a series of case studies of English programs with local reputations for excellence; (2) a study of book-length works that are required reading for high school students as well as the book-length texts required in public schools, grades 7-12, and in Catholic and independent schools, grades 9-12; (3) a survey of content and approaches in nationally representative samples of English programs in public, Catholic, and independent schools, plus schools whose students consistently win National Council of Teachers of English (NCTE) Achievement Awards in Writing; and (4) analyses of the selections and teaching suggestions offered in widely used anthologies. Chapters of the book are: Introduction; Studying the Teaching of Literature; Conditions for the Teaching of Literature; The Curriculum as a Whole; Selections Chosen for Study; Selections Available in Literature Anthologies; Classroom Literature Instruction; Instructional Materials in Literature Anthologies; Writing and Literature; The School Library and Students' Reading; and Conclusion. A description of methods and procedures for the four studies, and a list of the most frequently anthologized selections by genre are attached. (Contains 87 references and 90 tables/figures.) (RS)

ED 357 371

CS 213 826

Lee, Carol D.

Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications of an African American Discourse Genre.

PUB DATE- 93

NOTE- 206p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; High Schools; *Instructional Effectiveness; *Literary Criticism; *Literature Appreciation; Units of Study

IDENTIFIERS- (Rhetorical Strategy); African Americans; Response to Literature; *Rhetorical Strategies; *Signifying

Finding ways to build on the language abilities students of diverse cultures bring to school, this book recounts an experiment in helping urban African American high school students to interpret literature by drawing on their own rich oral tradition of "signifying." The book defines signifying as

by Kate Chopin. Students volunteer to oppose or defend positions during a class hour and are free to use whatever logical argument or emotional appeal they choose. The effect of this debate can be electrifying for the students. During the next class period, students reflect on the issues and begin freewriting. In subsequent class sessions, students share ideas in small groups, searching for a focus and an organizing frame for their ideas. Through successive drafts, teachers answer questions and guide learners in brief conferences. These kinds of classroom activities allow students to identify and challenge their assumptions by addressing their own beliefs, values, ideas, and actions. The presence of a teacher is still very much needed but in a different way--a more supportive, coaching role. (RS)

ED 357 390

CS 213 856

McDonald, James C.
Louisiana and the Wyoming Resolution: A Survey of Writing Programs.

PUB DATE- Mar 92

NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Faculty Workload; Higher Education; Program Descriptions; Surveys; *Teaching Conditions; *Writing Instruction; *Writing Teachers

IDENTIFIERS- *Louisiana; *Wyoming Resolution

A study examined working conditions for writing teachers in postsecondary writing programs in Louisiana. The Louisiana Association for College Composition (LACC) sent surveys to LACC member schools in 21 writing programs, and 15 responded. The first part of the survey asked for responses to the February 1989 draft of the Conference on College Composition and Communication's "Statement of Principles and Standards for the Postsecondary Teaching of Writing" (the "Wyoming Resolution"). The second part asked for information about working conditions. Results indicated that: (1) only one respondent disagreed significantly with any of the statements of the Wyoming Resolution, although the respondents often disagreed on the priority given to each position; (2) weak support and little appreciation was shown for the work of writing program administrators; (3) departments that employed graduate teaching assistants often limited the assistants to the "ideal" of teaching an average of one course per term; (4) training, support, and supervision of teaching assistants varied considerably; (5) all but three schools reported that all ranks of faculty were involved in determining the writing program's policies; (6) class sizes and proportion of part-time and temporary faculty were consistently higher than recommended by the Wyoming Resolution. Findings suggest that teaching conditions in Louisiana writing programs in 1989 were substandard for faculty and students. Results of the survey have been used to inform faculty, administrators, and state legislators about the Wyoming Resolution and the conditions of writing programs. (The second part of the survey instrument, including tabulations of results, is attached.) (RS)

ED 357 391

CS 213 858

point of perspective instrumental to documentary logic consists of motivation, similar in nature to the rhetorical "call to action." The film provides The Quilt with a public voice to awaken all Americans, to empower all spectators, as it reveals the traditional American notions of community spirit and effort in the face of personal horror. (SR)

ED 357 410

EA 024 285

O'Reilly, Joseph M.

Did the Kids Win or Lose? The Impact of "No Pass/No Play" Rule on Student Achievement.

PUB DATE- Jan 92

NOTE- 60p.; Most pages have faint type on the right side.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Standards; Dropout Rate; *Extracurricular Activities; *Grades (Scholastic); Grading; Minority Groups; Public Schools; Secondary Education; Secondary School Students; State Action; *State Standards; Student Participation

IDENTIFIERS- *Mesa Public Schools AZ; *No Pass No Play Rules

A study examined the outcomes of the No Pass/No Play Arizona Board of Education rule that requires pupils to pass all of their classes in order to participate in extracurricular activities. Student records of all 7th through 12th grade extracurricular activity participants in the Mesa Unified School District (Arizona) were reviewed. The data indicated that GPAs (grade point averages) increased somewhat; the percent ineligible fell the first year after implementation but increased slightly the second year; teachers did not appear to give easier grades; students did not take easier classes or fewer classes; the dropout rate was low, but within the ranges experienced in prior years. In addition there appeared to be no clear disparate effect on one or all minority groups and there were differences in ineligibility rates by ethnic groups with the rates of African Americans, Hispanics, and Native Americans being much higher than other groups. The data suggests that the rule was at best a very modest short term success; however, this success was at the cost of having a disproportional impact on minorities, possibly having negative long term consequences, and costing school personnel a great deal of time and effort to monitor and report. These initial results indicate that the costs of this rule may not outweigh the benefits. (CW)

ED 357 411

EA 024 307

Bell, Edwin D.; Peel, Henry A.

An Institute for Multicultural Education and Change.

PUB DATE- Mar 92

NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Education; *Administrator Role; *Cross Cultural Training; Cultural Awareness; *Cultural Pluralism; Educational Environment; Elementary Secondary Education; Higher Education; *Institutes (Training Programs); *Management Development; Minority Groups; *Multicultural Education; Public Schools

schools, and took stands on community issues. The excessive-governance LSCs had high participation rates, made more motions than other councils, and ran antagonistic, numerous, and lengthy meetings. Balanced governance, a style requiring shared leadership, mutual respect, and a strong commitment from all LSC members, describes councils that have assumed the most effective roles in school policy making. Included are several figures, sidebars, and an executive summary. (MLH)

ED 357 430

EA 024 836

Theisen, Gary; And Others

An Analysis of the Status of Curriculum Reform and Textbook Production in Indonesia.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

PUB DATE- Apr 90

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Educational Change; Elementary Secondary Education; Foreign Countries; Public Schools; Student Development; *Textbooks

IDENTIFIERS- *Indonesia

Curriculum reform in Indonesia during the past 2 decades has been marked by several themes. These themes include an increased emphasis on educational outcomes, greater standardization in instructional practices, improved teacher quality, and increased locally relevant curricula. Some problems recognized include an overloading of instructional time and a widening gap between demand for instructional materials and available supplies. The Scope of Work for the team responsible for this report included the following tasks: document the curriculum development and implementation process; assess curriculum in terms of scope, sequence, and complexity; review textbook production and distribution; determine the impact of expanding school from 6 to 9 years on curriculum content and objectives; identify key curriculum problems and formulate possible solutions; and highlight priority actions the Ministry of Education can take to prepare for the sixth 5-year plan. Curriculum used in primary schools has moved toward greater student involvement and a focus on the learning process as well as content. However, the curriculum has not been coordinated across grade levels to ensure it is complementary and does not repeat earlier teachings. Three appendices contain: a list of persons interviewed; a list of 10 references; and the report "Low Cost Learning: Supplement to an Analysis of the Status of Curriculum Reform and Textbook Production in Indonesia." (JPT)

ED 357 431

EA 024 837

Cummings, William K.; And Others

The Indonesian School Principal: Broadening Responsibility. Educational Policy and Planning Project. A Government of Indonesia-USAID Project.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development; Ministry of Education and Culture (Indonesia).

PUB DATE- Jun 92

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

*Government School Relationship; *Private School Aid; *Private Schools; *Religious Education; State Aid; *State Church Separation

National tensions are increasing over religious freedom, education, and the relation of government and its taxing power to religious institutions. Presidents Ronald Reagan and George Bush, sectarian special interests and others have stepped up their efforts to compel all citizens to contribute involuntarily through taxes to the support of nonpublic schools, the overwhelming majority of which are religious institutions. Unfortunately, the public is largely uninformed on this issue even though it has consistently defeated proposals in statewide referendums to provide tax aid to nonpublic schools. The parochiaid controversy in the United States and other countries has a long history. It is this book's thesis that the controversy is a clash between those who value religious freedom, pluralism, democratic public education, and an open society and those who would revive sectarian antagonisms and replace democratic education with special-interest indoctrination; moreover, that the outcome of the parochiaid battles of the 1990s will determine the future of U.S. society and its educational system. Chapter topics include background to the dispute, the nature of church schools, enrollment in nonpublic schools, parochiaid in the states, parochiaid referenda, federal issues, parochiaid and the courts, and the pros and cons of parochiaid. An appendix including supplementary tables as well as an index are included. (JPT)

ED 357 451

EA 024 869

Picus, Lawrence O.

The Allocation and Use of Educational Resources: District Level Evidence from the Schools and Staffing Survey.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 93

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; National Surveys; Public Schools; *School District Spending; School Funds; *Teacher Salaries; *Teacher Student Ratio

IDENTIFIERS- Schools and Staffing Survey (NCES)

A national analysis of survey information on educational expenditures marks the first time such a study has been done at the school-district level rather than the state level. Data on more than 4,000 school districts were derived from the National Center for Education Statistics 1987-88 Schools and Staffing Survey and the U.S. Census Bureau's report on school district expenditures. The findings indicate that substantial disparities exist in expenditures across school districts, and that the standard school-finance measures of dispersion indicate that the national variation exceeds the variation found in most, if not all, of the states. The analysis also shows that higher spending districts exhibit lower pupil-teacher ratios. Rural school districts have the lowest pupil-teacher ratio, followed by the suburbs of cities with a population of more than 500,000. In general, the larger the city, the lower the pupil-teacher ratio for both the city and its suburbs. More importantly, the findings show considerable differences in the propensity of school districts to spend

This paper describes several problems states have encountered in their initial school report-card efforts, some of the lessons they have learned, and some of the questions that must be answered. Following the introduction, the first section presents information on data collection and verification, with a focus on the kind of information being reported, information management, issues concerning individual school reporting, and the shift to higher standards. Section 2 describes how the southern states establish standards that reflect higher expectations for student performance, determine who sets the standards, and demonstrate progress over time for all students. Suggestions for designing a useful school report that is relevant to its audience are offered in section 3, which also discusses the processes for interpreting the results and taking action on them. The final section outlines several lessons learned, first emphasizing that simply reporting outcomes without also designing ways to use the results will be of little benefit. One table presents data on the type of information reported on selected indicators of student performance by state. (LMI)

ED 357 472

EA 024 896

Thomas, Roberta Rodriguez

Project Development Services. Program Evaluation Report.

PUB DATE- Jun 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Finance; Elementary Secondary Education;

*Financial Support; *Fund Raising; *Grants; *Grantsmanship;

*Program Evaluation; Proposal Writing; Public Schools

IDENTIFIERS- *Orange County Public Schools FL

The Orange County, Florida, public school system conducted a review of its Project Development Services (PDS) to determine its organizational operation and performance. PDS helps increase supplementary school funding from federal, state, local, and private foundation sources. The evaluation of PDS revealed several areas of concern: meeting needs identified by district- and school-level consumer groups, making PDS documents supportive of programs, improving communication between PDS and the schools and among PDS staff members, and systematically reviewing PDS performance. Also, future plans for PDS reorganization should include a review of the staffing needs relative to workload. PDS objectives should be rewritten to address the needs identified by school administrators. A manual for writing grant proposals should be developed, and a log of current district projects should be maintained. Roles within the PDS should be clarified, and procedures to guide grant administrators should be developed. A systematic assessment of the quality and productivity of PDS should be implemented, including evaluations of each staff member. PDS leadership should be strengthened, equipment purchases should be closely monitored, and excess equipment transferred to schools. (JPT)

ED 357 473

EA 024 897

Taylor, Dianne L.; Bogotch, Ira E.

Teacher Working Conditions and School Reform: A Descriptive Analysis.

PUB DATE- Jan 93

Cawelti, Gordon

Designing Curriculum Appropriate to the 21st Century.

PUB DATE- Feb 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Association for the Advancement of International Education (Orlando, FL, February 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Curriculum Problems; Educational Change; Educational Policy; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Long Range Planning; Public Schools; *Student Development; Student Needs

The most important issue in curriculum development is deciding what learning experiences will benefit students the most in the future. Such decisions should be guided by studying high school students after graduation to determine how they fare in higher education or work and then decide what curriculum changes are necessary. These changes must consider both how well students perform and what will prepare them for the future. But by most measures, U.S. students continue to perform poorly in comparison to students in other advanced nations. Although some question the validity of the comparisons, it is clear that many U.S. schools are failing to educate students. School reform must focus not only on the structure of the disciplines, but on societal and student needs that must be considered through curriculum development. Schools must provide a broader range of educational services to meet social and demographic changes. Curriculum restructuring should include a strong emphasis on the needs of failing students, attention to characteristics of successful adults, consideration of societal trends, and reexamination of how students are prepared for work. Also important are thinking skills, character development, civic responsibility, interpersonal skills, technology-related skills, and appreciation of diversity. (JPT)

ED 357 492

EA 024 925

Fardig, Diane

Environmental Compliance. Program Evaluation Report.

PUB DATE- Aug 92

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compliance (Legal); *Educational Environment; Elementary Secondary Education; *Environmental Standards; Federal Regulation; Program Evaluation; Public Schools; State Legislation; *State Standards

IDENTIFIERS- *Orange County Public Schools FL

This report provides formative-evaluation information about the processes followed by Florida's Orange County Public Schools (OCPS) to comply with national, state, and local governmental environmental regulations. Specifically, the report examines the effectiveness of the Environmental Compliance (EC) team, which monitors OCPS response to governmental mandates and stakeholders' concerns. An overall conclusion is that the EC team is successful in monitoring OCPS responses. As often as possible, the team acts in a proactive manner to correct situations prior to the actual decree of governmental mandates and laws, which prevents penalties and saves money. Specific

elementary and secondary public school principals. The survey found that 98.7 percent of principals had taught an average of 10.6 years before taking their administrative positions. The number of years of teaching increased with age; those under 40 spent an average of 8 years teaching, and those 50 or over spent an average of 11.3 years teaching. Nearly half of the principals surveyed, 49.8 percent, held other administrative positions in education for an average of 5.7 years before becoming principals. About 17 percent of the principals held nonteaching, nonadministrative positions such as guidance counselor, librarian, or curriculum specialist before becoming principals, averaging about 6 years in those positions. (JPT)

ED 357 512

EA 024 971

McGonagill, Grady

Overcoming Barriers to Educational Restructuring: A Call for System Literacy.

PUB DATE- 93

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Objectives; Elementary Secondary Education; Organizational Change; Organizational Effectiveness; Public Schools; *Resistance to Change; *School Restructuring; *Systems Analysis; *Systems Approach; Systems Development

IDENTIFIERS- *Systemic Educational Reform

The drive for systemic reform in education reflects a widespread hunger in all sectors of society to make sense of the whole, as is shown in the increasing recognition of people in organizations of the interrelatedness of the organizations' parts. However, many attempts at systemic reform are hampered by the lack of a common view of what an educational system is, how it operates, and what the individual's role in the system is. The need for radical restructuring of public schooling in the United States is all but taken for granted and the idea of "system literacy," which asks for a much deeper understanding of how organizations function provides a useful approach to thinking through strategies to support restructuring. While there is no single definition of restructuring, some common elements are results orientation, innovative ways of reaching goals, and site-based decision-making. While some restructuring efforts have been successful, systemic reform may not be able to meet the increasing expectations for education. Elements lacking in systemic reform include a sense of urgency within school systems, a strong partnership of support, a strategic direction, and innovative methods. In addition, organizations do not easily learn because individuals view their parts as disconnected. An organization can be improved when its members develop system literacy. Steps to improve partnerships and restructuring efforts include the use of strategic planning, transforming collective bargaining, fostering system literacy, developing collaborative dialogue, and focusing on the customer. Brief responses to this paper from six educators are appended, and 23 endnotes are included. (JPT)

ED 357 513

EA 025 061

Alsalam, Nabeel; And Others

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Environment; *Early Intervention;

*Evaluation Criteria; Guidelines; Infants; *Parent

Participation; Preschool Children; Preschool Education;

*Program Evaluation; *Selection; Teamwork; Toddlers; *Visual Impairments

Intended for parents of infants and preschoolers with visual impairments, this booklet encourages parent involvement in all aspects of educational programming for their children and provides guidelines for selection of a suitable program. The first section examines the stresses involved during transitions from one program to another. Parents are urged to be active members of the child's educational team by making observations, creating a "snapshot" of the child for the team, identifying what the family thinks is important, keeping records, planning for meetings, and dealing effectively with professionals. The relationship of program choice to the overall family situation is noted. General and specific guidelines in selecting a program are addressed, including general atmosphere; social environment; physical environment; learning environment; and specific features of infant programs, preschool programs, and kindergarten programs. Specific guidelines are also offered to help evaluate a program from the child's point of view. These include looking at the learning environment, teacher competency, and transition issues. Also included are some suggestions for helping the child during the first few weeks of a new program. (DB)

ED 357 531

EC 302 073

Simmons, Susan S.; Maida, Sharon O'Mara

Reaching, Crawling, Walking...Let's Get Moving: Orientation and Mobility for Preschool Children.

PUB DATE- 92

NOTE- 29p.; Photographs will not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Blindness; *Child Development; Child Rearing;

*Developmental Stages; Developmental Tasks; Mobility Aids;

Parent Role; Personal Autonomy; Physical Mobility; Preschool

Education; *Spatial Ability; *Visual Impairments; *Visually Handicapped Mobility

This booklet examines what Orientation and Mobility (O&M) is and how it can influence the independence of a child with visual impairment or blindness. The booklet is divided into four sections--Reaching, Crawling, Walking, and Cane Use. In each section, terminology used by O&M specialists is explained, including "senses," "environment," "travel," and "space," and related to the child's developmental stage. The section on reaching notes the importance of stimulating the baby's interest in the toys and people in his or her environment. The section on crawling emphasizes the baby's use of all senses as he or she travels through the house exploring new environments and stresses the importance of encouraging the baby to do some things independently. The section on walking describes the

Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 65p.; For a related document, see EC 302 094. Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Civil Rights Legislation; Compliance (Legal); Computer Uses in Education; Curriculum Development; Demonstration Programs; *Disabilities; *Educational Media; *Educational Technology; Elementary Secondary Education; Employment Opportunities; *Equal Opportunities (Jobs); *Equal Protection; Federal Legislation; Government Role; Handicap Discrimination; Information Needs; Integrated Activities; Preschool Education; Program Descriptions; Program Development; Public Facilities; Research Needs; Technical Assistance

A federally sponsored project explored educational practices, originating in diverse communities, in which teachers used educational technology in innovative ways to meet the needs of children with disabilities. This booklet describes projects at 11 sites around the United States. It presents a model for technology integration, emphasizes the need for creating a climate for change and a clearly defined mission, examines ways to find resources, notes the need in some districts for a dedicated position to deliver teacher training, and discusses what technology means to students. An appendix describes the conceptual model of the processes in technology innovation and integration. The booklet concludes with paragraph-length descriptions of the 11 programs and a list of 22 suggested readings. (JDB)

ED 357 551

EC 302 094

Success with Technology: Profiles of Practices for Students with Special Needs.

PUB DATE- 92

NOTE- 48p.; For a related document, see EC 302 093.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Disabilities; *Educational Media; *Educational Technology; Elementary School Students; Elementary Secondary Education; Integrated Activities; Mainstreaming; Multimedia Instruction; Preschool Children; Preschool Education; *Program Descriptions; School Restructuring; Secondary School Students; Staff Role; Teacher Role; Technical Assistance

This compilation of 11 program descriptions examines effective uses of educational technology with students with special needs. Central Kitsap School District in Silverdale, Washington, developed "Strategy 2020" to restructure the delivery of instruction through extensive use of technology. Toms River (New Jersey) Regional School District has special needs students use technology to produce multimedia projects while improving their communication skills, motivation, and self-esteem. Evesham Township Schools (Marlton, New Jersey) uses speedwriting, computers, and audiotape recorders to improve study skills of students with mild disabilities. St. Bernardine's Head Start Center (Baltimore, Maryland) implemented a program to foster language development,

learner in literacy evaluation. Section III explores curriculum development based on current best practices in adult education. Section IV contains supplemental materials that can be used by tutors and students. Section V contains a bibliography of more than 100 items (many with abstracts or annotations) covering assessment/evaluation, curriculum development, including citizens with disabilities, and program development. A list of additional resources (with emphasis on those in Illinois) is also provided. (DB)

ED 357 571

EC 302 117

Clark, Loretta M.; And Others
Guidelines for the Student with Diabetes: A School Policy.
PUB DATE- Dec 92
NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Journal Articles (080)

DESCRIPTORS- *Diabetes; Elementary Secondary Education; Medical Services; Organizations (Groups); *Policy Formation; *School Health Services; School Nurses; Special Health Problems; *Symptoms (Individual Disorders)

IDENTIFIERS- *American Diabetes Association; *Hypoglycemia

This paper describes development of recommended guidelines, by a subcommittee of the American Diabetes Association, concerning in-school management of hypoglycemia. Two tables replicate a portion of the guidelines related to: (1) the recognition and treatment of hypoglycemia, and (2) adjustment to school. Other information included in the guidelines involves: definition, incidence, and signs and symptoms of diabetes; general management of diabetes including insulin injections, meal planning, and blood glucose monitoring; and the recognition and treatment of diabetic ketoacidosis. Also described is a 2-day seminar on diabetes management for school nurses in Maryland offered as part of a 5-day continuing education seminar. (DB)

ED 357 572

EC 302 118

Harrington, Joan
Securing an Appropriate Education for Your Preschool Child with a Handicapping Condition: A Guide for New York City Parents.
Revised.

PUB DATE- Feb 92

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Compliance (Legal); Conflict Resolution; *Disabilities; Due Process; Early Intervention; Eligibility; *Handicap Identification; Individualized Education Programs; Interdisciplinary Approach; *Parent Rights; Parent School Relationship; *Preschool Children; Preschool Education; Referral; Special Education; *Student Evaluation; *Student Placement

IDENTIFIERS- Early Identification; *New York (New York)

This guide for New York City parents of preschool children (ages 3 to 4) with possible disabilities is intended to provide necessary information about legal rights as well as a description of the evaluation and placement processes. Specifically addressed are the following topics: the Committee

Center, David B.

What Do Regular Class Teachers Think about Emotional/Behavior
Disordered Students?

PUB DATE- Apr 93

NOTE- 9p.; Paper presented at the Annual Conference of the
Council for Exceptional Children (71st, San Antonio, TX, April
5-9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aggression; Anxiety; *Behavior Disorders; Elementary
School Teachers; Elementary Secondary Education; *Emotional
Disturbances; *Mainstreaming; Secondary School Teachers;
Student Characteristics; *Student Placement; Surveys; *Teacher
Attitudes; Teacher Characteristics; Withdrawal (Psychology)

This study surveyed a random sample of 150 regular educators in
Atlanta, Georgia, divided equally among elementary, middle, and
secondary teachers, concerning their perception of the need for
special education services for students with emotional or
behavior disorders. It also examined teacher attitudes about
the degree of placement restrictiveness needed by such
students. The 102 respondents perceived aggressive students as
having the greatest need for special services and the most
restrictive settings. Anxious/withdrawn students were seen as
having the least need for services and the least restrictive
placements. Analysis of the responses considers grade level
taught, extent of teaching experience, and sex of the
respondents. Implications of these results for inclusion of
students with emotional or behavior disorders are discussed.
(DB)

ED 357 593

EC 302 141

Center, David B.

Beyond Mere Debate: Research Questions Related to the Debate over
the SED Definition.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Conference of the
American Educational Research Association (Atlanta, GA, April
12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Behavior Disorders; Biological Influences;
Cognitive Processes; *Definitions; Elementary Secondary
Education; Eligibility; *Emotional Disturbances; Environmental
Influences; *Etiology; Intervention; *Research Needs; Student
Characteristics

This paper addresses research implications of proposed
modifications of the definition of "severe emotional
disturbance" to include students with conduct disorders.
Research questions focus on understanding the nature of
antisocial, aggressive behavior in children and youth and
identifying what services they need. Research is cited
suggesting that causes of such behavior are basically
environmental, due to cognitive deficits, or to inadequate
socialization. Eight questions which research should focus on
initially are discussed, including identifying the critical
variables of conduct disorders resulting from environmental

Automotive Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 111p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auto Mechanics; Competency Based Education;
Cooperative Education; Employment Potential; Engines;
Entrepreneurship; Facility Guidelines; Instructional Materials;
Job Skills; *Motor Vehicles; Occupational Information;
Postsecondary Education; Professional Development; *Program
Content; Program Development; Program Guides; *Program
Implementation; Student Organizations; Student Participation;
Teacher Improvement; Technical Education

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of an automotive technology program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of automotive technology and documents the student's level of achievement. (KC)

Basic Automotive Mechanics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 96p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auto Mechanics; Competency Based Education;
Cooperative Education; Employment Potential; Engines;
Entrepreneurship; Facility Guidelines; Instructional Materials;
Job Skills; *Motor Vehicles; Occupational Information;
Postsecondary Education; Professional Development; *Program
Content; Program Development; Program Guides; *Program

recurrent opportunities, flexibility, varied access, and mobility. Lifelong education is needed, with flexibility for different types of education at different life stages. (KC)

ED 357 160

CE 063 114

Kleiber, Pam, Comp.; Tisdell, Libby, Comp.
Annual Adult Education Research Conference (AERC) Proceedings
(31st, Athens, Georgia, May 18-20, 1990).

PUB DATE- May 90

NOTE- 281p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Adult Programs; Adult Students; Case Studies; *Continuing Education; Educational Practices; *Educational Research; Extension Education; Field Studies; Independent Study; Outcomes of Education; Participatory Research; *Professional Development; Program Development; Program Effectiveness; *Research Methodology; Student Attitudes; Student Characteristics; Volunteers

The proceedings contains: "Extending Equality" (Armstrong); "Phenomenology of Emergent Meaning from Dialectical Questioning and Answering in Adult Learning (AL)" (Xue-Ming Bao); "Study of Structural Dimensions and Predictive Capability of Adult Attitudes toward Continuing Education Scale and Education Participation Scale" (Blunt); "Ideological and Epistemological Foundations of Education about AIDS" (Boshier); "Passion, Purity and Pillage" (Brookfield); "Making Trouble in Corporate America" (Brooks); "Perceived Occupational Needs and Job Fulfillment in Continuing Higher Education" (Brue); "Using Naturalistic Inquiry and Content Analysis as Qualitative Approach to Conduct Historical Case Study Research" (Cavaliere); "Breaking Bonds of Poverty" (Cheng); "Universal Abandon" (Collard, Law); "Impact of Participatory Research on Building Better Community" (Counter, Paul); "Helping Them Cope" (Dirks, Spurgin); "How Program Developers Make Decisions in Practice" (Dominick); "Revised Model of Interdependence of Providers of Continuing Professional Education" (Ferro); "Environmental AL" (Finger, Hiemstra); "Comparative Analysis of Barriers to Participation in Rural Adult Education (AE) Programs" (Galbraith, Sundet); "Perceived Control and Decision-Making Process to Participate in AE" (Garrison); "Commonalities of Self-Directed Learning (SDL) and Learning in Self-Help Groups" (Hammerman); "Impact of Feminism on AE" (Hayes, Smith); "Analysis of Structural Factors Associated with Participation in State-Funded Adult Basic Education Programs" (Huang et al.); "Epistemological Theory and Some Consequences for AE" (Inkster); "AE, Social Reconstruction, and New Deal" (Jones); "Peter the Great" (Long); "Work, Love, and Learning in Adult Life" (Merriam, Clark); "Transformation Theory of AL" (Mezirow); "Intentional Culture Change by Managers within an Organization" (O'Neill); "Adult Students in Film" (Pittman); "History and Social Policy Development of GED in USA and Canada" (Quigley); "Learning from Practitioners" (Rogers, McDonald); "Beyond Rhetoric" (Rose); "Volunteers as Learners and Educators" (Ross-Gordon, Dowling); "Applying Action Science to Collective Knowledge Generation in Professional Development Program" (Rossing); "Educational Program Development Approaches Associated with Caribbean Extension Programs" (Sandmann); "Traditional and Reentry Women Nursing Majors" (Scott, Murk); "Exploring AL in Arts" (Sgroi); "Public Librarians as Facilitators of SDL" (Smith, Sisco); "Rhetoric and Reality"

Colleges; Comparative Analysis; *Cooperative Education; Entry Workers; *Fringe Benefits; Higher Education; *Salaries; *Salary Wage Differentials; *Student Employment; Tables (Data); Two Year College Students

IDENTIFIERS- *United States (Midwest)

The wages and benefits of students enrolled in college-level cooperative education programs throughout the Midwest are compared in this report. It describes the survey process, in which 119 college cooperative education program directors received 3,890 survey questionnaires and accompanying materials to forward to employers they had selected to participate in the survey. Of the 434 programs for which usable surveys were returned, 76 percent employed only bachelor's degree students, 3.5 percent employed only associate degree students, and 20.5 percent employed both bachelor's and associate degree students. The report presents results in 27 tables of data. Separate tables for bachelor's and associate degree programs are provided for each of the following: salaries by major, salaries by employer type, benefits by major, salaries for first and final work assignments by employer type, salaries by employer type paid to new community/junior college graduates, and benefits by employer type. Tables summarizing salaries and benefits for bachelor's degree students are included for Illinois, Indiana, Iowa and Missouri, Kentucky, Michigan, Minnesota and Wisconsin, and Ohio. A regional versus state comparison of Midwest bachelor's-level salaries, summary of additional benefits provided by some employers, and list of colleges and universities supporting the survey are presented. (MN)

ED 357 180

CE 063 547

Shelton, Elaine

Workplace Applications of Basic Skills in High Tech Production Line Environment. Literacy for Employability (LitE).

Performance Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 30 Apr 93

NOTE- 53p.; For related documents, see ED 356 428-432. Not included are appendices A (advisory committee list), B (financial reports), and D (news articles).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cooperative Programs; Decision Making Skills; Institutional Cooperation; Instructional Materials; Learning Modules; *Literacy Education; Material Development; *Mathematics Instruction; *Outcomes of Education; Postsecondary Education; Problem Solving; *Program Effectiveness; Program Evaluation; Program Implementation; *Writing Instruction

IDENTIFIERS- *Workplace Literacy

The Literacy for Employability (LitE) project was conducted from May 1, 1991 through January 31, 1993. The project was intended to upgrade the mathematics, writing, and problem-solving skills of employees at three Austin, Texas, companies: Hart Graphics, IBM, and Texas Instruments. At Hart and Texas, the program was mandatory; at IBM it was voluntary. During the program, an advisory committee of educators and company representatives was formed, a needs assessment of employee skills was conducted, and curriculum materials focusing on applied basic skills and higher-level thinking skills were developed using the

PUB DATE- 92

NOTE- 929p.; Two, separate volumes, one in English, one in French.

LANGUAGE- English; French

EDRS Price- MF06/PC38 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Collected Works - General (020), Collected Works - General (020)

DESCRIPTORS- Access to Education; Adult Basic Education; Adult Literacy; *Adult Reading Programs; Change Strategies; Community Cooperation; *Community Development; Community Education; Community Involvement; *Community Programs; Educational Cooperation; Educational Practices; *Educational Strategies; Educational Trends; Foreign Countries; Illiteracy; *Literacy Education; Participatory Research; Program Development; Program Implementation; Reading Research; *School Community Relationship

IDENTIFIERS- Belgium; Canada; France; Germany; Portugal; United Kingdom

This collection contains 17 papers presented at a seminar on literacy strategies in the community movement, held in Namur, Belgium, in 1991. The following papers are included:

"Introduction" (Hautecoeur); "Illiteracy: Direction? Action? Results?" (Hautecoeur); "Basic Education and Personal Development Strategies" (Georis); "Breaking Down Barriers: A Local Approach to Adult Basic Education" (Denwette, Walker, Tett); "Illiteracy--Solely an Educational Problem?" (Jaehn); "Knowing Where We Are: Participatory Research and Adult Literacy" (Hamilton, Ivanic, Barton); "Community Development Project among the Gypsies of Sao Gregorio" (Oliveira et al.); "Literacy and Community Development in a Lower Class Neighborhood" (Dias); "Building a Regional Partnership in the Fight against Illiteracy in Belgium" (Chapotte, David); "Urgently Required: Imagination--A Writing Competition" (Azzimonti); "Working with Illiterate Young People in a Community Group: The Boite a Lettres Experience (1983-1987)" (Roy); "From Specialized Training to Grass-Roots Literacy Education" (Raymond, Meunier); "Women and Literacy: A Vital Movement" (de Coster); "The Alpha Mons-Borinage Experience" (Arrijs); "Adult Education: Literacy for the Masses" (Corzo, Lanchos); "Training: A Tool in the Struggle against All Types of Exclusion?--The History of AFER (Action-Formation-Etude-Recherche)" (Gosset, Caron, Andreau); "Basic Education in Flanders: Strengths and Weaknesses" (Gehre); and "Literacy Tactics in the Community Organizations Movement" (Hautecoeur). (MN)

ED 357 200

CE 063 599

Presson, Alice; Bottoms, Gene

A Reason To Stay in School: What Educators Can Do To Reduce Dropout Rates.

PUB DATE- 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- At Risk Persons; *Change Strategies; Demonstration Programs; *Dropout Prevention; Dropout Research; Early Intervention; Educational Opportunities; *Educational Strategies; High Schools; High School Students; *Outcomes of Education; *Potential Dropouts; Program Effectiveness; Success

The Southern Regional Education Board (SREB) and the Center on Education and Training for Employment (CETE) at Ohio State

Gordon, Howard R. D.

Analysis of the Computer Anxiety Levels of Secondary Technical
Education Teachers in West Virginia.

PUB DATE- 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Anxiety; *Computer Anxiety; *Computer Literacy;
Computers; Computer Uses in Education; Educational Research;
Secondary Education; Secondary School Teachers; Sex
Differences; State Surveys; *Teacher Attitudes; Teacher
Characteristics; Teacher Qualifications; Teaching Skills;
*Technical Education; *Vocational Education Teachers

IDENTIFIERS- West Virginia

The computer anxiety of 116 randomly selected secondary technical education teachers from 8 area vocational-technical centers in West Virginia was the focus of a study. The mailed questionnaire consisted of two parts: Getting's Computer Anxiety Scale (COMPAS) and closed-form questions to obtain general demographic information about the teachers and their computer usage. Data analysis included descriptive statistics, calculation of correlation coefficients between computer anxiety and independent variables, and stepwise multiple regression. The distribution of scores suggested that some secondary technical education teachers (46 percent) experienced some overall computer anxiety. No differences existed between the computer anxiety levels of males and females. Over 45 percent considered themselves to be either complete beginners or novices. The most frequent type of formal computer instruction was inservice training workshops. The majority of teachers perceived local and state administrative support for computer use. The regression analysis revealed two significant explanatory variables: teacher's level of computer skills and perceived typing skills explained a substantial proportion of the variance in teachers' overall COMPAS scores. Recommendations included more hands-on experience for teachers and computer training relevant to teachers' major program area. (Contains 12 references and five data tables.) (YLB)

ED 357 219

CE 063 620

Sticht, Thomas G.; And Others

Getting WELL: Workforce Education & Lifelong Learning. Designs
for Professional Education and Action Research To Improve the
Education and Training of Underserved Youth and Adults. Final
Report.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto,
Calif.

PUB DATE- 92

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Action Research; Adult Basic Education; Adult
Education; *Curriculum Development; Degrees (Academic); *Job
Training; *Labor Force Development; *Lifelong Learning;
Professional Education; Research Needs; *Specialists; Work
Attitudes

IDENTIFIERS- *Workplace Literacy

This report focuses on work force education and lifelong learning
as a newly emerging strategy for meeting many challenges of
education and work in the 21st century. Chapter 1 introduces

justice and care perspectives represent two distinct orientations of moral reasoning. Using methods developed in research on reasoning and discourse processes, a study used a discursive framework to validate an alternate methodology for the investigation of moral orientation reasoning. A second study using these methods examined responses of 16 men and 16 women to 3 questions pertaining to Kohlberg's Heinz dilemma that were graded toward an increasing emphasis on retrospective evaluation. Results supported the hypothesis that subjects oriented to deliberation (mostly women) perceived this dilemma as a problem of prospective judgment (deliberation) as demonstrated by their use of narrative structures (interactive plans and social planning episodes). Subjects oriented to justification (mostly men) perceived the dilemma as a problem of retrospective justification as demonstrated by their focus on principles and rationales presented as a defense of their chosen solution. Evidence that this alternate account of moral orientation hypothesis is closely related to Gilligan's was provided by a high convergent validity score established between selection of those protocols exhibiting these strategies using this alternate method and those same protocols identified as either justice or care using Lyons (1982) measure. (Appendixes include 24 references and an encoding scheme for the Heinz Dilemma using the Moral Reasoning Grammar.) (YLB)

ED 357 237

CE 063 641

Learning To Compete.

PUB DATE- Mar 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Strategies; Competition; Cultural Pluralism; Educational Cooperation; *Experiential Learning; Federal Programs; *Government Role; *Job Skills; *Labor Force Development; Personnel Management; Policy Formation; Productivity; Program Improvement; *Public Policy; Skill Development

IDENTIFIERS- *Department of Labor; *Total Quality Management

The National Advisory Commission on Work-Based Learning worked to identify practical steps that the Labor Department could take to help increase the skill levels of the U.S. work force and expand work-based training. The findings gained from a series of roundtables and further studies were synthesized into a set of recommendations in five major areas: policy leadership, leadership by example, skill standards, benchmarks for human resource development systems, and incentives for change. The Commission suggested that the Labor Department take several steps to improve the situation, including the following: (1) adopt a proposed policy statement to be issued by the White House in support of Total Quality and Managing Diversity as two critical components of productivity and competitiveness; (2) work closely with progressive and innovative voices in the business and labor communities to build support for Total Quality and Managing Diversity; (3) increase emphasis on human resource development and workplace reform; (4) conduct an independent audit of the Labor Department to identify the main barriers to implementing Total Quality and Managing Diversity; (5) work to ensure that proposed skill standards legislation supports rather than preempts existing voluntary demonstration efforts; and (6) help states integrate technology diffusion

Meager, Nigel; And Others

Self-Employment in the United Kingdom and Germany.

PUB DATE- 92

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Demography; *Economic Factors; Employment Opportunities; *Employment Patterns; *Entrepreneurship; Foreign Countries; *Individual Characteristics; Labor Market; National Surveys; Public Policy; *Self Employment

IDENTIFIERS- *Germany; *United Kingdom

In a comparison of self-employment patterns in Germany and the United Kingdom, data from the Labour Force Survey (United Kingdom) and Mikrozensus (Germany) were analyzed to identify the personal characteristics of self-employed individuals in the two countries, the characteristics of their self-employed activity, and movement in and out of self-employment. An overview of the similarities and differences between self-employment in Germany and the United Kingdom was then developed. It established that both countries experienced absolute and relative increases in self-employment in the 1980s (3.2 million workers or 12 percent of the work force in the United Kingdom; 2.5 million or 9 percent in Germany). Growth of self-employment has been faster in the United Kingdom. The profile of the self-employed in the two countries turned out to be very similar. In both countries, however, the self-employed are a very heterogeneous group, and it is likely that the different types of self-employed people are subject to very different influences, including the following: economic cycle, unemployment, structural changes in the economy, demographic changes, employer behavior, government policies, institutional and legislative framework, and attitudinal change. (A report on self-employment in the former German Democratic Republic and "new Lander" and 83 references are appended.) (MN)

ED 357 255

CE 063 677

Learning That Works. A Youth Apprenticeship Briefing Book.

PUB DATE- May 93

NOTE- 200p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Apprenticeships; Educational Legislation; Educational Policy; *Federal Legislation; *Federal Programs; High Schools; Models; National Programs; Postsecondary Education; Public Policy; *State Legislation; *State Programs; Statewide Planning; *Youth Programs

IDENTIFIERS- *National Youth Apprenticeship Initiative

This set of briefing materials is designed to provide policymakers at the federal and state levels, journalists, and others with a quick overview of youth apprenticeship in the United States today. Chapter 1 describes what youth apprenticeship is. A map showing the beginnings of a nationwide youth apprenticeship system is provided. Chapter 2 on youth apprenticeship at the program level contains the following: matrices of Jobs for the Future's (JFF) National Youth

Education; *Program Development; *Program Improvement; *State Programs; Statewide Planning; *Technical Education; Vocational Education

IDENTIFIERS- *Oregon

An evaluation of Oregon's professional technical education and work force programs was conducted through examination of handbooks for high school and community colleges, secondary education enrollment reports, state employment division documents, Workforce 2000 applications, and interim and final reports on professional technical education and Workforce 2000 programs. The evaluation also included field work involving interviews with key officials, surveys, focus group discussions in each of the state's 18 professional technical education regions, and 4 in-depth case studies of selected regions to identify exemplary practices and the essential elements common to them. The survey data were collected from the following: 159 high school teachers, 40 counselors, 51 administrators, and 487 high school students; 89 community college teachers, 18 counselors, 35 administrators, and 157 community students; and 18 private technical school teachers, 3 counselors, 13 administrators, and 69 private professional technical school students. Two sets of conclusions and recommendations were drawn: those pertaining to the overall professional technical education program and those specific to several critical program areas. Some general conclusions and recommendations were as follows: (1) current programs are underfunded and should be made more of a priority by the state; (2) two-year programs suffer from a poor public image and efforts should be made to improve this negative image; and (3) since professional technical education has gained increased visibility and is serving more populations, such growth should be continued. Specific conclusions were drawn and recommendations were made in the following areas: increasing involvement of stakeholder groups, program coordination, information system development, curriculum and instruction issues, student preparation, special populations, professional development, economic development, development of effective practices, and dissemination of information on effective practices. (The report contains 29 tables and 13 figures. A technical appendix gives detailed survey information.) (KC)

ED 357 273

CE 063 711

Natural Resources. Ohio's Competency Analysis Profile. Forest Industry Worker. Resource Conservation.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- May 92

NOTE- 48p.; For related documents, see ED 338 827-852, ED 345 048-082, and CE 063 743-744.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; *Conservation (Environment); Employment Potential; *Forestry Occupations; *Job Skills; *Minimum Competencies; Models; *Natural Resources; Secondary Education; Skill Development; Statewide Planning; *Vocational Education

IDENTIFIERS- *Ohio Competency Analysis Profiles

This competency analysis profile lists 155 competencies that have been identified by employers as core competencies for inclusion in programs to train forest industry and resource conservation workers. The core competencies are organized into 10 units

Whitner, Phillip A.; And Others
Responsible Student Affairs Practice: Merging Student Development
and Quality Management.

PUB DATE- 22 Mar 93

NOTE- 20p.; Paper presented at the Annual Conference of the
National Association of Student Personnel Administrators (75th,
Boston, MA, March 20-24, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140), Speeches, Conference Papers,
"Papers Presented at..." (150)

DESCRIPTORS- College Students; *Counseling Effectiveness;
*Evaluation Methods; Higher Education; Research Needs; *Student
Needs; *Student Personnel Services; Theories

IDENTIFIERS- *Involvement Theory; *Total Quality Management

The merging of Total Quality Management (TQM) and Involvement
Theory into a managerial philosophy can assist student affairs
professionals with an approach for conducting work that
improves student affairs practice. When merged or integrated,
accountability can easily be obtained because the base
philosophies of qualitative research, TQM, and Involvement
Theory are congruent. Their compatibility and natural fit are
evident when merged in an approach that has its focus on the
individual or specific, not the whole or global. The various
levels at which the suggested managerial approach has been
implemented illustrate slightly different styles, viewpoints,
and techniques for conducting student affairs work, but the
emphasis on empowering workers to focus on customers, quality,
and excellence are never lost. Qualitative research frees the
professional from the time-consuming constraints of performing
research that features single variables, manipulation,
laboratory studies, randomization, and control groups. Student
needs, satisfaction, and outcomes are all measurable. The
information and data produced from qualitative research can
provide student affairs professionals with valuable
documentation and tangible evidence regarding student life. The
merging of TQM and Involvement Theory into a managerial
philosophy that utilizes qualitative research will allow
student affairs professionals to experience accountability,
quality, and excellence. (ABL)

ED 357 293

CG 024 843

Curry-El, Judith A.; And Others
Social Support Structures and African-American Marriages.

PUB DATE- Aug 92

NOTE- 16p.; Paper presented at the Annual Convention of the
American Psychological Association (100th, Washington, DC,
August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Blacks; *Marital Satisfaction; National
Surveys; Network Analysis; *Role Conflict; *Social Networks
IDENTIFIERS- *African Americans

An issue currently facing the African-American community is the
incidence of divorce, which is presently at a higher rate than
that of other groups. This study focused on the supportive
networks of African-American couples utilizing a network
analysis approach to examine the relationship between the
networks, and marital satisfaction among the couples. Network
analysis includes information about the size, density,

differences in affective functioning. Perhaps the strongest findings were that: (1) daughters had more intense affective functioning than sons; (2) mother-daughter boundaries were more permeable than mother-son boundaries or than fathers' boundaries with either daughters or sons; (3) intrusiveness was related to the intensity and sometimes the frequency of both daughters' and sons' affect; and (4) a different aspect of fathers' boundary permeability (interest and concern) in both daughters and sons appeared to modulate affect. Reported affective functioning was related not only to the quality of parent-child dyadic relationships, but to systematic relationships within the family, including the quality of mother-father and sibling-subject relationships. (Author/ABL)

ED 357 312

CG 024 863

Ballard, Mary E.

Adult Children of Alcoholics: Security, Avoidance and Ambivalence in Attachment to Parents.

PUB DATE- Mar 93

NOTE- 33p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Children; Affective Behavior; *Alcoholism; *Attachment Behavior; College Students; Higher Education; *Parent Child Relationship; Parents

IDENTIFIERS- *Adult Children of Alcoholics

Children of alcoholics are at risk for socioemotional and behavioral problems. Adult children of alcoholic parents (ACAs) are at risk for problems in interpersonal relationships. ACAs have been found to have decreased self-esteem and self-acceptance in comparison to adults whose parents are not alcoholic (NACAs). College students who were young adult children of alcoholic parents (N=41) and non-alcoholic parents (N=50) were administered the Attachment Interview for Adults, designed to tap security provision, avoidance, ambivalence and/or resistance in the parent-child relationship. The hypothesis that parental alcoholism would negatively affect aspects of the parent-child relationship was supported. In particular, ACAs were significantly less secure and more avoidant and ambivalent/resistant in their relationships with their alcoholic fathers than were NACAs. Additionally, when both parents were alcoholic, ACAs differ from NACAs in attachment security and ambivalence/resistance toward the mother. Increased avoidance in the child-mother relationship was evident only when the mother was the alcoholic parent. However, in this sample the alcoholism of one parent did not affect the ACA's attachment to the non-alcoholic parent. Despite limitations, the results clearly show that ACAs are at risk for disturbed attachment relationships to their alcoholic parent and that this risk is heightened if both parents are alcoholic. (ABL)

ED 357 313

CG 024 864

Tang, Thomas Li-Ping

Factors Related to Turnover among Mental Health Workers.

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 24-

26-30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Class Activities; Cooperative Learning; Elementary Education; *Literature Appreciation; *Poetry; Reading Aloud to Others; Reading Material Selection; Writing Assignments

IDENTIFIERS- Reading Motivation

Noting that poetry reading and writing can be arduous or self-fulfilling for children, this paper presents guidelines, activities, and a list of suggested books for enhancing poetry appreciation. Guidelines presented in the paper for poetry reading include: read poetry aloud every day to help children understand the rhythm and music of the form; plan and select poetry carefully; display poems read aloud; and provide opportunities for students to read or recite a favorite poem individually, with a partner, or with a chorus. Guidelines in the paper for stimulating poetry writing include: topic selection should originate in the feelings and experiences of the children; and initial poetry writing should be collaborative. The paper concludes with a categorized annotated bibliography (with accompanying activities for many of the books) of 23 poetry books published between 1974 and 1992 for children 8 to 12 years old. (RS)

ED 357 333

CS 011 302

Alex, Nola Kortner

Bibliotherapy. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Bibliotherapy; Elementary Secondary Education; Higher Education; *Program Effectiveness; Program Implementation; Psychotherapy; Reading Material Selection

IDENTIFIERS- ERIC Digests; Reading Uses

This digest deals with bibliotherapy, the practice of healing through books. The digest discusses whether bibliotherapy works, when it should be used, who should conduct it, and how it should be used. The digest concludes with five guidelines for conducting bibliotherapy. (RS)

ED 357 334

CS 011 304

Comprehensive Instructional Management System--Communication Arts: Whole Language Network 1991-92. OREA Report.

PUB DATE- 93

NOTE- 60p.; Appendix A will not reproduce legibly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Education; Instructional Effectiveness; Program Descriptions; Program Evaluation; Reading Instruction; Teacher Administrator Relationship; *Teacher Attitudes; *Whole

collaborators and coaches with their students. A college writing teacher uses portfolios and plays the role of evaluator as well as the responder in three courses she teaches: first-year college composition, upper-division writing, and graduate writing. In none of these classes does the teacher find the grading burdensome. The biggest advantage of using portfolios for teaching and evaluating student writing may be that the processes of writing are made more evident. In addition to foregrounding revision as part of writing, the whole act of preparing portfolios reveals other essential parts of the process: the relationship between assignments and revisions, the influence of readers on what is written, the elements of helpful criticism, and the struggle to conceptualize aspects of the occasion for writing. New teachers can observe first-hand how varied are the processes of writing. There are advantages of portfolio grading for writing teachers--new composition teachers as well as the experienced. (RS)

ED 357 353

CS 213 806

Lai, Morris K.; Saka, Thomas

Using Differential Item Functioning Procedures To Improve Interpretation of and Performance on the Verbal Subtest of the SAT.

PUB DATE- 14 Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; High Schools; High School Seniors; Instructional Effectiveness; Public Schools; *Scores; *Test Items; Test Theory; Test Wiseness; *Verbal Tests

IDENTIFIERS- Hawaii; Scholastic Aptitude Test

Two studies investigated factors affecting the scores of Hawaii students taking the verbal subtest of the Scholastic Aptitude Test (SAT). For the past several years, the mean verbal scores of Hawaii students have consistently been among the lowest 10% of all states. The first study addressed the identification of items and types of items that have been answered differentially by Hawaii students in comparison to mainland United States students. The items were identified through differential item functioning (DIF) procedures which assess performance differences between groups of individuals with the same overall scholastic aptitude. Results indicated that Hawaii students performed less well than the mainland reference group (students of equal overall scholastic aptitude) on the early items in each of the antonym sections and better than the reference group on the more difficult or later items in each section. Carelessness and unfamiliarity with the item type were identified as possible causes. The second study utilized a sample of Hawaii public school students who received brief instruction addressing the low performance on the types of items identified in the first study. Independent groups t-tests conducted between the treatment students and a sample from the original pool of 1988 examinees showed equivalence of performance on the pretest. Treatment students performed statistically significantly better than the comparison groups did after receiving the treatment. (Five tables of data are included. Contains 17 references.) (Author/RS)

ED 357 354

CS 213 807

a contest in which the most imaginative user of indirection, irony, and insult wins. The book describes a literature unit taught with inquiry and discussion methods under typical urban conditions in two high schools. The book reports that the academically marginal students posted statistically significant gains in using new awareness of metaphoric language to interpret complex relationships in literature. Chapters of the book are: The Problem; Rationale; Signifying in African American Fiction; Prior Research on Culture and Comprehension; Research Design and Implementation; Measurement Instruments; Observations of the Instructional Process; Results; Talk in the Classroom: The Transformation of Signifying; and Implications and Final Thoughts. Technical notes, reading tests, and tests of social and linguistic knowledge are attached. (Contains over 200 references.) (RS)

ED 357 372

CS 213 827

Gaillet, Lynne Lewis

Learning from Our Predecessors: The Work of Fred Newton Scott and George Jardine.

PUB DATE- Mar 93

NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060)

DESCRIPTORS- Comparative Analysis; *Educational History; *Educational Trends; Higher Education; Interdisciplinary Approach; *Rhetoric; Rhetorical Theory; *Writing (Composition); *Writing Instruction

IDENTIFIERS- Composition Theory; Historical Background; *Jardine (George); *Scott (Fred Newton)

An examination of the work of Fred Newton Scott and George Jardine can help composition scholars and teachers put their contributions into perspective and serve as a guide through present and future transitional periods in the field of composition. Following and composition revolution of the mid 20th century, many theories of composition promoted by Scott (head of the Department of Rhetoric at the University of Michigan from 1903 until 1927) and subsequently lost were reinvented. Ironically, over 100 years earlier, Scott's work too was prefigured by Jardine, professor of philosophy and logic from 1774 to 1824 at the University of Glasgow. Jardine's work was also lost in a call for educational reform. Numerous parallels exist between the theories, pedagogies, and influence of Scott and Jardine. Both men developed their practical educational theories based on their experiences in the classroom and the needs of their students. Both men integrated their theoretical views with common-sense pedagogical advice in accessible published formats, and rarely separated theory from practice. Finally, both men had an interdisciplinary vision of rhetoric. A study of Jardine's and Scott's intense concerns about the integrity of the language, the separation of writing and speaking from communication, and their fears of methodologies that concentrate simply on correctness rather than on the social nature of writing are beneficial to contemporary developments in the field of composition. (Contains 28 references.) (RS)

ED 357 373

CS 213 828

Wenner, Barbara Britton
Personal Histories of Four Composition Teachers: How Much Have We
Changed?

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Teacher Attitudes; Teacher Role;
Teaching Experience; *Theory Practice Relationship; Writing
Research; *Writing Teachers

IDENTIFIERS- *Composition Theory; Personal Experiences

Four composition teachers (two adjunct and two full-time faculty
members at a large midwestern urban university) with a combined
80 years teaching experience were interviewed concerning how
they perceive and use theory in the classroom. Questions
focused on three areas: what theories guided them in teaching
composition; what they felt the trends were in the use of
theory during their teaching career; and where they would place
themselves on a "theory continuum." Illustrative excerpts from
the interviews show that, despite many differences in their
perceptions of theory, all the teachers were engaged in
juxtaposing "a plan as to how something might be done" with
their own practice, and the teachers seemed stimulated rather
than strangled by their regard for theory. Excerpts also
suggest that thoughtful proliferation and evolution of theory
in the classroom was the trend. Perhaps it is the tension
between old and new theories and contextual awareness of what
"fits" the given situation of both teacher and students that
will continue to exist into the next century. (RS)

ED 357 392

CS 213 860

Thompson, Tom
Personality Preferences and Student Responses to Teacher Comments.
PUB DATE- 1 Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Style; College Freshmen; Higher
Education; Military Training; Personality Measures;
*Personality Traits; *Student Attitudes; Student Evaluation of
Teacher Performance; *Student Reaction; *Teacher Attitudes;
*Writing Evaluation; Writing Research

IDENTIFIERS- *Citadel Military College of South Carolina; Myers
Briggs Type Indicator

A study examined student responses to teacher comments on a
student essay. First-year students at the Citadel, an all-male
military school, imagined they wrote a paper on which a teacher
had made 16 comments (eight positive and eight negative, eight
having implied answers, eight having open-ended answers) and
then rated those comments based on how helpful they were.
Subjects were divided into eight groups based on their Myers-
Briggs Type Indicator (MBTI) scores. Average scores for the
ratings of teacher comments were computed. Results indicated no
relation between preferred learning style (as indicated on the

IDENTIFIERS- *North Carolina (East)

Because of the inability of public schools in eastern North Carolina to understand cultural and racial diversity, many students do not receive an education that prepares them for the future. Eastern North Carolina is a culturally diverse area. Unfortunately, the limited cultural perspective of the region's schools can contribute to student failure. The Institute for Multicultural Education and Change at East Carolina University found that many educational leaders did not understand their role in developing and shaping the culture of their schools. The institute worked to help educational leaders design organizational interventions for multicultural education. An intensive course included three goals: explore how dominant cultures perceive differences as deficiencies; learn how cultural differences affect parents, teachers, and students; and develop skills helpful in shaping school culture. Participants also were required to formulate plans for developing multicultural education at their schools. A survey after the program revealed participants more fully understood multicultural education and were more aware of their own cultural perceptions. However, participants were hesitant to implement their multicultural plans for fear they would not receive sufficient support. The appendices contain a sample survey, a telephone interview protocol, and a schedule for the program. (Contains 12 references.) (JPT)

ED 357 412

EA 024 332

Ackerman, Richard, Ed.; And Others
If Not Now, When? If Not Us, Who? Visions for Better Schools in a Better World. Reflections 1992.

PUB DATE- 92

NOTE- 143p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120), Collected Works - General (020)

DESCRIPTORS- *Administrator Role; *Educational Change; *Educational Planning; *Educational Policy; Elementary Secondary Education; *Long Range Planning; *Objectives
This journal presents different views from members of the International Network of Principal's Centers on the importance of and different ways to create a vision for schools. The six parts of the journal outline reasons for creating a vision as part of every school's and community's work. Part 1 includes essays on why a vision for education must be created, how students will benefit from a vision, and how a vision can be supported by the educational community. In part 2, the role of the individual in vision making is discussed. Part 3 defines visions for education and how they are created through interactions between members of the educational community. Part 4 examines how personal and educational experiences serve as the sources for some visions. How to develop an educational vision and foster the involvement of educational community is discussed in part 5. Part 6 probes some of the paradoxes of modern thinking and approaches to creating a vision for education. (JPT)

ED 357 413

EA 024 608

Hodder, Janyne M.

DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Community Involvement; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Principals; Public Schools; Resources; School Based Management

IDENTIFIERS- *Indonesia

The Indonesian school principal is a highly respected individual who serves as the critical link between the school and the community as well as local and national authorities. While most principals are well educated and capable, their positions are too limited. Most principals simply implement educational policy whereas they could and should be creative leaders of educational institutions. Educational reform in Indonesia has led to improvements in education, but it has also stifled school-level initiative and community involvement in education. A new balance must be struck that expands the responsibilities of the principal. This study examined variations in the management practices and resources of the principals of six diverse elementary schools in the Sumatera Barat and West Java provinces. The schools were ranked on several issues: independence from regulation, comprehensive management, entrepreneurship, proportion of resources financed from client revenues, average direct client costs, and efficiency. Several recommendations are made based on the study, including the need for clearer roles for educational players, decentralization, increased government financial support, improved intergovernmental communication, improved community involvement and awareness, and increased administrator training. (JPT)

ED 357 432

EA 024 838

Boediono; And Others

Summary of Activities and Policy Studies. Educational Policy and Planning Project. A Government of Indonesia-US AID Project.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.; Ministry of Education and Culture (Indonesia).

PUB DATE- Jun 92

NOTE- 141p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Change; *Educational Planning;

*Educational Policy; Elementary Secondary Education; Foreign Countries; *Information Management; *Management Information Systems

IDENTIFIERS- *Indonesia

The Educational Policy and Planning (EPP) Project assists the Indonesian Ministry of Education and Culture (MOEC) in establishing an information system to improve policy analysis and formulation. There are five elements of the project strategy: increase the ability of MOEC staff to create and use information for use in policy research, strengthen the internal management and organization of the Office of Educational and Cultural Research and Development, support research and analysis, expand capacity to conduct policy research and analysis, and develop planning and information systems at provincial and district levels. The EPP and the Improving the Efficiency of Educational Systems (IEES) project are assisting the MOEC enter its second 25-year planning period. This report covers several areas of the involvement of the EPP and IEES in developing the Indonesian education system. Subjects covered in the report include an overview of the EPP; the partnership of the IEES and the EPP; developing an integrated management

additional funds on teacher resources. On average, a 10 percent average increase in district spending leads to a 5 percent increase in spending for smaller classes and higher teacher salaries. (JPT)

ED 357 452

EA 024 871

Picus, Lawrence O.

The Local Impact of School Finance Reform in Texas.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Public Schools; *School Based Management; *Teacher Salaries

IDENTIFIERS- *Edgewood Independent School District v Kirby; *Texas

Texas school-finance reforms implemented in response to the 1989 Edgewood Independent School District v. Kirby state supreme court ruling have impacted school districts differently. A study of four school districts, two poor and two wealthy, examined how these districts responded to changes in the school-finance system and the state's educational reform efforts. In terms of finance, poor districts have benefited tremendously from the equalization component of the new school-finance system. One of the districts studied received more than \$11 million in new funds in 1991-92, or nearly \$1,000 per student in additional funds. However, per student expenditures have remained virtually constant in the wealthiest district, despite a property tax rate increase. Three of the four districts gave teachers pay increases of about 6 percent. Teachers in the wealthiest district received no salary increase for 1991-92. In the poorest district, more than half of the new funds were used for one-time expenditures. The other poor district increased teacher salaries and improved staff development. All four districts took steps to implement site-based management as mandated by the state. However, finance reforms have hindered wealthy districts' ability to institute programmatic reforms, while poor districts lack the institutional framework to do so due to years of low funding. (JPT)

ED 357 453

EA 024 872

Picus, Lawrence O.; Hertert, Linda

A School Finance Dilemma for Texas: Achieving Equity in a Time of Fiscal Constraint.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Public Schools; *School Based Management; *State Aid

IDENTIFIERS- *Edgewood Independent School District v Kirby; *Texas

A study employing a traditional equity framework was used to calculate the equity of Texas' school-finance structure. Horizontal and vertical equity as well as fiscal neutrality are

NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Reports - Research/Technical (143)

DESCRIPTORS- Educational Change; *Educational Environment; Elementary Secondary Education; *Quality of Working Life; School Restructuring; *Teacher Attitudes; *Teaching Conditions; Work Attitudes; *Work Environment

Findings of a study that examined the working conditions that teachers face in an urban school district in the southern United States are presented in this paper. A survey mailed to 1,329 teachers in 15 secondary and 68 elementary schools produced an approximate 50 percent response rate per school. Interviews were also conducted with the union building representative from four elementary and two high schools. Teachers reported problems concerning textbook availability and functional equipment, school safety, and student discipline--conditions more likely to inhibit rather than foster student learning and school reform. However, some teachers defied the inadequacies of their work environment by developing collegial working relationships. A conclusion is that pedagogy in the schools cannot be changed in schools where there is a textbook shortage, where teachers feel distanced from school reform, and where teachers perceive their school boards and administrators to be unconcerned. If successful school restructuring is to occur, school conditions must be addressed first. Five tables are included. (Contains 16 references.) (LMI)

ED 357 474

EA 024 899

Heger, Herbert K.; Lindahl, Ronald A.

Some Implications of Site-Based Management on the Role and Preparation of Teachers and Administrators.

PUB DATE- Jan 93

NOTE- 39p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Role; *Decision Making; Educational Change; Elementary Secondary Education; Public Schools; *School Based Management; *Teacher Education; *Teacher Role

IDENTIFIERS- *Texas

Site-based management, decentralization of decision making to the school level, is a major component of restructuring the American educational system. However, despite the attention site-based management has received, many states and school districts have been slow to implement it. One reason for this failure could be the ability and willingness of teachers and administrators to take on the additional responsibility required by such reforms. Administrators and teachers in schools undergoing site-based management in El Paso County, Texas, were surveyed about their participation in decision making as well as their perceived need for additional education and training in this area. There was very strong agreement among respondents that teacher participation in certain tasks was essential to successful site-based management. The most significant finding was that teachers thought the tasks that were most important for them to participate in were those they

findings and recommendations are offered for the following 13 areas: program objectives, operational guidelines, reporting procedures, building-level administrator role, recordkeeping procedures, school operations, OCPS personnel perceptions of the EC team, team cooperation with OCPS personnel and students, compliance procedures, timeliness, EC team needs, degree of staff development, and costs associated with environmental compliance. (LMI)

ED 357 493

EA 024 926

Fardig, Diane

Dropout Prevention Programs. Program Evaluation Report.

PUB DATE- Aug 92

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Continuation Students; Dropout Prevention; *Dropout Programs; Dropouts; *High School Equivalency Programs; *Program Evaluation; Public Schools; Secondary Education; Special Needs Students; *State Standards

IDENTIFIERS- *Orange County Public Schools FL

The purpose of this evaluation is to provide formative information about selected Orange County Public Schools (CPS) dropout prevention and retrieval programs. The following seven alternative learning programs were evaluated: School-Within-a-School; Alternative Resource Elementary Classrooms; The Challenge Center; The Plaza Center; BETA and ACCEPT (teenage pregnancy programs); New Horizons; and In-School Suspension. Data sources included contacts with program representatives, literature reviews, site observation, document analysis, and interviews with teachers, administrators, students, occupation-placement specialists, and counselors. Participants were asked 13 questions regarding program goals and objectives, operational guidelines, staff development, collaboration, assessment, critical components and issues, program environment, and reporting procedures. Findings indicate that the programs met or exceeded the Florida Department of Education outcome objectives. Five tables and one figure are included. (LMI)

ED 357 494

EA 024 927

Greenstein, Robert; Leonard, Paul

A New Direction: The Clinton Budget and Economic Plan.

PUB DATE- Mar 93

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Budgets; *Economic Change; *Economic Development; Economic Factors; *Economic Impact; Economic Progress; Expenditures; *Federal Government; Inflation (Economics); Investment; Resource Allocation; Taxes

IDENTIFIERS- *Clinton Administration

This booklet offers an in-depth analysis of the Clinton Administration budget and economic plan. The initial overview explains why the budget can be regarded as both a poverty-reduction and deficit-reduction budget. Chapter 2 offers detailed descriptions of the three main components of the plan--the deficit reduction measure (i.e., spending cuts and tax increases), a short-term stimulus package, and a long-term investment package. Chapters 3 through 6 describe the stimulus

The Condition of Education, 1993.

PUB DATE- Jun 93

NOTE- 511p.; For the 1992 report, see ED 344 347.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Access to Education; Adult Education; Comparative Education; *Educational Assessment; Educational Attainment; Educational Finance; Educational Quality; *Educational Resources; Educational Trends; *Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; Hispanic Americans; Institutional Characteristics; Labor Market; Outcomes of Education; *Postsecondary Education; *School Demography; *School Statistics; Student Characteristics; Surveys; Tables (Data)

IDENTIFIERS- *Educational Indicators; Health Status

The current status of education for 1993 is presented in the form of education "indicators"--key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The 60 indicators have been divided into 6 areas: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size, growth and output of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Indicators on issues in elementary and secondary education are integrated with those on issues in postsecondary education to reflect the continuity of educational experiences. New indicators include the following: (1) age of first graders; (2) participation in adult education; (3) educational attainment of Hispanics, by recency of migration; (4) course taking in college for recent graduates and for recently graduated full-time teachers; (5) education and labor-market outcomes of high school diploma and GED graduates; (6) health characteristics of adults, by years of schooling; (7) participation in school decision making; (8) time in the classroom; and (9) international comparisons of reading literacy. (MFL)

ED 357 514

EC 302 056

Schack, Gina D.

Research in Progress: Development of Giftedness in the Multi-Age, Multi-Ability Primary School.

PUB DATE- Feb 93

NOTE- 23p.; Paper presented at Esther Katz Rosen Annual Symposium on the Psychological Development of Gifted Children (2nd, Lawrence, KS, February 28-29, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Curriculum; *Educational Methods; Elementary Schools; Elementary School Students; *Gifted; Grouping (Instructional Purposes); *Heterogeneous Grouping; Interpersonal Competence; *Multigraded Classes; *Outcomes of Education; Primary Education; Student Development; Teacher Attitudes; Whole Language Approach; Writing Processes
This research examines how a developmentally appropriate

developmental stages of the baby pulling himself up on furniture and cruising along walls and comments on the importance of arranging home furnishings for child safety. The section on cane use discusses pre-cane mobility devices such as push-toys and procedures for learning to use a white cane. Numerous black and white photographs illustrate the text. (JDD)

ED 357 532

EC 302 074

Reid, Neil

Correcting Cultural Myopia: The Discovery and Nurturance of the Culturally Different Gifted and Talented in New Zealand.

PUB DATE- Jul 92

NOTE- 38p.; Paper presented at the Asian Conference on Giftedness (2nd, Taipei, Taiwan, July 24-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Ability Identification; *Cultural Differences; Cultural Pluralism; Eligibility; Equal Education; Ethnic Groups; Evaluation Methods; Foreign Countries; *Gifted; *Minority Groups; *Student Evaluation; Talent; *Talent Identification

IDENTIFIERS- Maori (People); *New Zealand; Pacific Islanders

This paper addresses the problem of identifying and developing talent in children from culturally different backgrounds in New Zealand. The paper offers examples of how even applying the recommended "best practice" of multi-dimensional identification approaches can be inadequate for identifying gifted children from Maori, Polynesian, or other cultural minority backgrounds. It reviews the literature to show how gifted minority children from these specific cultures can be underidentified by each of five recommended methods of identification usually included in multidimensional identification methods: (1) teacher identification, (2) educational and psychological assessment, (3) parent nomination, (4) peer nomination, and (5) self-identification. Adaptations, supplements, and, in some cases, replacements of these methods of assessment are recommended. Conceptions of just what "gifted" and "talented" mean are compared for Europeans, Maori, and Pacific Islanders, showing European emphasis on academic/utilitarian giftedness at one end of the scale, Maori emphasis on non-academic humanistic talents at the other end, and Pacific Islanders with values between these extremes. A conclusion notes the universality of talent, differing educational needs, the critical importance of the teacher, and the need to avoid stereotypes. (Contains 77 references.) (DB)

ED 357 533

EC 302 075

CASE Future Agenda for Special Education: Creating a Unified Education System.

PUB DATE- 93

NOTE- 42p.; For a related document, see ED 350 774.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; Community Services; Curriculum;

*Disabilities; *Educational Change; Educational Finance;

*Educational Policy; Educational Quality; Elementary Secondary

communications skills, and self-esteem of preschool at-risk and language-delayed children and the vocational skills of their parents in a mixed generation instructional setting. Enumclaw (Washington) School District has established Integrated Technology Classrooms where special needs students develop multimedia projects. Norfolk (Virginia) Public Schools created a staff position to provide assistance in facilitating full inclusion of special needs students. Bucks County (Pennsylvania) Intermediate Unit provides technical assistance to teachers through an itinerant specialist who serves 13 districts. Crestwood Community School District (Mantua, Ohio) applies switch technology with its students with profound disabilities. Marion (Arkansas) School District uses videodisc and other media to support mainstreamed mildly disabled junior-high students in their academic classes. Palm Beach County (Florida) School District combines screen reading and voice input software and hardware with electronic telecommunications. The Resource Materials Center for the Hearing Impaired in St. Augustine, Florida provides resources, technical assistance, and training to teachers. (JDD)

ED 357 552

EC 302 095

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Legal Foundations, Number 1. SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products

(071),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accessibility (for Disabled); Adult Education;

*Civil Rights Legislation; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Government Role; *Handicap Discrimination; Postsecondary Education; Preschool Education; Prevention; Public Policy; Resources; Special Education

IDENTIFIERS- *Americans with Disabilities Act 1990;

*Rehabilitation Act 1973 (Section 504)

This paper describes the content of two major laws affecting special education, identifies the agencies charged with their implementation, and provides a list of resources that address specific questions about these laws and their application in special education. The first law, Section 504 of the Rehabilitation Act of 1973, prohibits discrimination against persons with disabilities in any program or activity that receives financial assistance from the U.S. government. It guarantees an appropriate special education as well as accessibility to regular education programs and applies to all persons with disabilities regardless of age. The second law, the Americans with Disabilities Act of 1990, extends protection from discrimination to private sector and state and local government activities. It has four titles dealing with employment, public services, public accommodations, and telecommunications. Two lists conclude the paper: one provides information on 16 organizational resources, and the other provides addresses for the 10 regional offices of the U.S. Office for Civil Rights. (JDD)

ED 357 553

EC 302 096

on Preschool Special Education (CPSE); timing of eligibility for services; who can make a referral to the CPSE; what happens when the CPSE receives a referral; the evaluation site; the child's multidisciplinary assessment; the CPSE review meeting; recommendation for services; provision of services; itinerant services; the process if the CPSE decides the child is not eligible; the process if the CPSE and the Central Based Support Team (CBST) agree; the process if the CPSE and the CBST disagree; the process if the parent does not agree to the recommended services; the process if the parent does agree with the recommendations; a change of program or services; the parent's procedural due process rights; and roles of the CPSE and CBST. (DB)

ED 357 573

EC 302 119

Autin, Diana M. T. K.; And Others
Segregated and Second Rate: "Special" Education in New York.
SPONS. AGENCY- Morgan Guaranty Trust Co., NY.

PUB DATE- Nov 92

NOTE- 123p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Access to Education; Compliance (Legal);

*Disabilities; *Educational Methods; Elementary Secondary Education; Eligibility; *Equal Education; Federal Legislation; Instructional Improvement; Instructional Materials; Intervention; *Mainstreaming; Models; Pupil Personnel Services; Racial Segregation; School Districts; *Special Education; State Legislation

IDENTIFIERS- *New York

This report claims that the special education system in the New York City public schools is by nature segregated and second rate. It offers recommendations for achieving a more inclusive, effective education for all children. Data are presented to support the charge that special education students are educated in restrictive and racially segregated environments. Administrative barriers to the inclusion of disabled children in general education classes are also identified. A section on the benefits of inclusion reviews the research and literature supporting this stand. A variety of models of inclusive education are described, including the Adaptive Learning Environments Model, the Integrated Classroom Model, consultant teaching, team teaching, cooperative learning, peer tutoring, and parent involvement. Twenty-four major recommendations are offered which would require a radical change in the current special education system. Recommendations include broadening the definition of children capable of being educated in general classrooms, improving the quality of classroom teaching, increasing the availability and quality of related services and instructional materials, and expanding the continuum of special education services. Appendices include: a discussion of federal and state law requirements addressing the least restrictive environment, evaluation and assessment, and research and program improvement; excerpts from relevant federal laws and regulations; and excerpts from relevant state law and regulations. (DB)

ED 357 574

EC 302 120

Fink, Dale Borman
Child Care and Education for Young Children with Disabilities: A

factors or biological factors and clarifying the role of cognitive deficits. Additional research questions address development of corrective interventions, implications for education, and the role of other service providers. (Contains 34 references.) (DB)

ED 357 594

EC 302 142

Chase, Vicky; Pope, Evelyn

Model for Mainstreaming: The Synergistic Approach.

PUB DATE- Feb 93

NOTE- 10p.; Paper presented at the Learning Disabilities of America Conference (San Francisco, CA, February 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Delivery Systems; *Demonstration Programs;

*Disabilities; High Schools; High School Students;

*Mainstreaming; Models; Parent Attitudes; Program Development;

Program Effectiveness; Program Evaluation; Regular and Special

Education Relationship; Student Attitudes; Student Development;

Student Motivation; Teacher Attitudes

IDENTIFIERS- Richardson Independent School District TX

This paper describes a mainstreaming model implemented at a high school in the Richardson Independent School District (Texas) for about 15 years. Implementation of the model has resulted in full mainstreaming of all special education students. The model's emphasis is on empowering students who have disabilities with the skills to be successful in mainstream classes. It also stresses flexibility in the amount of resource time provided each student, motivation of the student, and building independence and self esteem. Innovative qualities of the program also include a constant team approach for each student over a 3-year period, positive parental involvement, and consultation/collaboration between mainstream and special education teachers. Factors to consider in implementing and replicating this model are listed, such as having clear goals, "selling" the plan to faculty, and ongoing evaluation. Positive results have been obtained from such program evaluation measures as amount of time students are in the mainstream; gains in test scores; attainment of Individualized Education Program objectives; and satisfaction of teachers, parents, and students. (DB)

ED 357 595

EC 302 143

Schell-Frank, Debra; And Others

Inclusion in Higher Education: Parent, Professional & Peer Impressions.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; Parent Attitudes; Peer

Relationship; *Severe Disabilities; *Severe Mental Retardation;

*Social Integration; Special Education Teachers; Student

Attitudes; Teacher Attitudes; *Teacher Education; Undergraduate Students

This paper describes the inclusion of a 21-year-old woman, Joanna, with profound disabilities in a college class on

Implementation; Student Organizations; Student Participation;
Teacher Improvement; Technical Education
IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a basic automotive mechanics program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of basic automotive mechanics and documents the student's level of achievement. (KC)

ED 357 145

CE 061 900

Automotive Service Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auto Mechanics; Competency Based Education;
Cooperative Education; Employment Potential; Engines;
Entrepreneurship; Facility Guidelines; Instructional Materials;
Job Skills; *Motor Vehicles; Occupational Information;
Postsecondary Education; Professional Development; *Program
Content; Program Development; Program Guides; *Program
Implementation; Student Organizations; Student Participation;
Supervisors; Teacher Improvement; Technical Education

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of an automotive service technology program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement,

(Sork); "Voluntary Participation" (Stalker); "John Dewey and AE" (Stein); "Continuing Professional Education of Industry-Based Engineers and Scientists" (Tait); "Clarifying Theory through Operationalizing Constructs" (Norland, Heimlich); "Search for Self and Community" (Warren); and "Toward a Theory of Informal and Incidental Learning" (Watkins, Marsick). (MN)

ED 357 161

CE 063 243

Bertrand, Olivier

Forecasting Skills and Training Requirements. A French Programme To Promote a Sectoral Approach.

PUB DATE- 93

NOTE- 6p.; Translation by Miriam Rosen. Top part of cover page is cropped.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Educational Needs; Educational Policy; *Employment Projections; Employment Qualifications; Foreign Countries; *Job Training; Policy Formation; Postsecondary Education; *Public Policy; *Research Methodology; Research Needs; Secondary Education

IDENTIFIERS- *France

Since 1989, the French government has been developing a program to encourage forecasting studies on skills and training needs within the framework of a dialogue between the social partners. A review of the program showed that the forecasting studies have been conducted either by public research institutions or by private consulting firms. Some problems have occurred because some employers are not well disposed toward the active participation of workers. The forecasting studies have taken a comprehensive approach, attempting to give an overall picture of the training-employment relationship by examining the sectoral environment and its evolution in national and sometimes international terms, the current employment situation, the supply of training, and change and policy factors. In some cases, quantitative projection is undertaken, although qualitative analysis is the basis of most studies. Such analysis focuses mostly on job content. Analysis of the various studies shows that they have indicated future policy directions and made proposals mainly addressed to the firms but also to the government and those in charge of initial and continuing training. In most cases, these studies have the advantage of addressing the problems in a comprehensive way and showing interrelationships among different elements. Such studies can be a necessary prerequisite to public intervention and to the development of dialogue among the interested parties. (KC)

ED 357 162

CE 063 300

Best Practices in Career Development. Activities for Kindergarten. A Supplement to the Blueprint for Career Preparation.

PUB DATE- 93

NOTE- 30p.; For related documents, see ED 332 006 and CE 063 301-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Awareness; Career Development; *Classroom Techniques; *Kindergarten; Language Arts; Learning Activities;

functional context approach. A total of 134 employees of the 3 companies were instructed using the 5 modules developed. Program administrators, company officials, and students who attended the classes thought the program was valuable and that the students had learned many skills they were applying on the job. There were highly significant differences in accident rates: at all three companies, nonparticipants had more on-the-job injuries than did participants. The 11-month duration of the instructional phase of the program was longer than most "quick-fix" programs and allowed enough time for real learning to take place. (Two appendices contain a project promotional brochure and participant certificates of achievement.) (KC)

ED 357 181

CE 063 558

Success Stories: Empowering the Adult Learner.

PUB DATE- 93

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Adult Basic Education; *Adult Literacy; Basic Skills; *Biographies; Career Development; *Literacy Education; Mathematics Skills; *Outcomes of Education; Participant Satisfaction; Reading Skills; *Success IDENTIFIERS- Empowerment; Pennsylvania

This publication contains the success stories of 10 outstanding men and women who have overcome seemingly insurmountable obstacles to become contributing citizens of Pennsylvania. These stories describe how, through their participation in Pennsylvania's adult basic education and literacy programs, they were aided in their successful struggles to enhance their reading and math skills, to develop new career interests and opportunities, and to take charge of their lives. (YLB)

ED 357 182

CE 063 560

Ludden, LaVerne; Ludden, Marsha

Job Savvy: How To Be a Success at Work and Instructor's Guide.

PUB DATE- 92

NOTE- 289p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Case Studies; Employee Absenteeism; Employee Attitudes; *Employer Employee Relationship; *Employment Potential; Ethics; Fringe Benefits; Hygiene; Instructional Materials; Interpersonal Competence; Job Satisfaction; *Job Skills; Learning Activities; Problem Solving; Productivity; Promotion (Occupational); *Self Concept; *Success; Teaching Guides; Teamwork; Work Attitudes; *Work Ethic

Designed for a working person or one who soon plans to enter the world of work, this handbook and its companion instructor's guide are about keeping a job and getting ahead. Based on research into what employers actually look for in the people who succeed or fail, this handbook is designed to develop critical job survival skills, increase productivity, and improve job satisfaction and success. Using a workbook approach, many activities are provided to reinforce key points and develop new job survival skills and plans. The narrative

University worked with six schools (two comprehensive high schools, two high schools served by an area vocational center, an area vocational center, and a junior high school) in the SREB region to keep potential dropouts in school and help improve their academic achievement. Technical assistance and staff development services were provided to the schools for 3 years. Phone calls, site visits, and interviews were used to collect annual data on the numbers of dropouts, student characteristics, and the manner in which the schools implemented 23 general strategies addressing 9 key practices. School-, community-, and home-centered barriers to dropout prevention were identified. The key practices in helping prevent students from dropping out of school were as follows: identifying, targeting, and monitoring potential dropouts early in their high school careers; using an interdisciplinary team of vocational, nonvocational, and support personnel to plan and monitor curriculum and provide extra instructional support to targeted students; providing targeted potential dropouts with extra personal attention and extra instructional support; and involving business, the community, and parents in retaining students in school.(MM)

ED 357 201 CE 063 600

Reflections: Thoughts of Delegates to the Iowa Adult Literacy Congress (2nd, Des Moines, Iowa, September 10-12, 1992).
PUB DATE- Feb 93
NOTE- 45p.; This Congress was also sponsored by the Iowa Literacy Council and Iowa's Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Autobiographies; Basic Skills; Education Work Relationship; *Interpersonal Relationship; *Leadership; *Literacy Education; Personal Narratives; *Reminiscence; *Self Esteem; Success
IDENTIFIERS- *Iowa

This publication contains two types of materials generated by the Second Iowa Adult Literacy Congress. Part I consists of summaries of four sessions during which the 40 delegates discussed and offered suggestions on 4 topics: leadership, changes in relationships, self-esteem, and literacy in the workplace. Part II presents special life stories of the delegates, some written before the congress and some following. The thoughts of the delegates are intended to encourage others with reading problems to seek help and create a public awareness and understanding of what it is like to struggle with the written language and symbols. (VLB)

ED 357 202 CE 063 601

A New Vision for Vocational-Technical Education in Iowa. Final Recommendations of the Vocational-Technical Education Task Force.
PUB DATE- 3 Feb 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; Articulation (Education); Career Education; *Change Strategies; Delivery Systems; *Educational Policy; Educational Quality; Educational

the concept, reviews the sociopolitical background to the strategy, and presents the rationale for a new type of professional, Workforce Education and Lifelong Learning Specialists (WELLS). The concept of the WELL Action Research Center (ARC) is introduced as a means to provide a practicum setting for the education and training of WELLS and to develop research-validated knowledge. Chapter 2 develops the concept of a professional degree for educators and human resource professionals who wish to obtain advanced education and training as WELLS. It specifies the need for WELLS, indicates the growing opportunities for professional work as WELLS, and discusses the knowledge and skills that the WELLS curriculum should develop in three major domains: cognitive science foundations of education; educational arts and technology; and culture and human resources policies and practices. The chapter also discusses the role of college faculties in implementing the design for WELLS. Chapter 3 reviews the concept of "action research" and why it is an appropriate approach to both the training of WELLS and to the improvement of work force education and lifelong learning. This is followed by the current national scene in adult literacy research, a description of an ARC community to provide a context for the conduct of action research, and a tentative research agenda for the ARC. (YLB)

ED 357 220

CE 063 621

Competency Based Vocational Education Workshop Facilitators Guide.

SPONS. AGENCY- Career Development Associates, Inc., Livonia, MI.

PUB DATE- Jan 92

NOTE- 159p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Classroom Techniques; Cognitive Style; Competence; *Competency Based Education; *Criterion Referenced Tests; *Inservice Teacher Education; Instructional Development; Job Analysis; Professional Development; Program Design; Task Analysis; *Teaching Methods; *Test Construction; *Vocational Education; Welfare Recipients; Workshops

This workshop facilitator's guide is designed to inform professional staff about competency-based vocational education (CBVE) to help eligible persons on public assistance acquire competencies necessary for gainful employment in the following occupational areas: airline reservations and travel services; computer applications; dental care; emergency medical care; law enforcement and security; office support services; and electronics and robotics. Each program area is 480 hours in length--vocational instruction, 300 hours; job-specific math and reading--120 hours; and employability skills instruction, 60 hours. Each of the eight instructional modules of the Career Development Employment and Training Program (CDETP), also known as Project EDGE, is intended for use as a self-contained inservice training session. A lesson plan for each session contains the following: time required, concepts, instructional objectives, background, materials list, vocabulary, procedures, events, and evaluation. Each lesson plan presents information appropriate for the identified professional competencies, which are found in the introduction to the guide. Handouts and transparencies required for the session are included. Each session takes approximately 1.5 to 2 hours to complete. The minimum time between instructional sessions should be no less than a week. The eight sessions focus on these competencies:

training, diversity, and labor-management relations. (MNI)

ED 357 238

CE 063 643

Bergquist, William H.; And Others
In Our Fifties: Voices of Men and Women Reinventing Their Lives.
Jossey-Bass Social and Behavioral Science Series.

PUB DATE- 93

NOTE- 200p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Age Discrimination; Attitude Change; Careers;
Individual Development; Interpersonal Competence; Interpersonal
Relationship; *Middle Aged Adults; *Midlife Transitions; *Self
Actualization; *Self Concept; *Self Determination; *Sex
Differences

This book offers a unique and thorough look at the lives of 73 men and women in their 50s who were asked to reflect and comment on a variety of life issues. Chapter 1 explores the invisibility of the 50s, differing perspectives of men and women, why new myths are needed to give oneself form and meaning, and why one must think in terms of reinventing oneself. Chapters 2-5 focus on ways in which the interviewees struggle with and find fulfillment within themselves. Focus is on examining one's self-image, changing priorities, emerging inner life, and potential for a new vitality. Particular attention is paid to similarities and differences in the ways men and women see themselves. Other topics are the popular culture that shaped childhood and adolescent expectations and the massive cultural shifts that both tested and reshaped those expectations. Chapters 6 and 7 turn to relationships with others, including the search for both community and autonomy and for new ways of relating to spouses and lovers, grown children and aging parents, and children's children. Chapters 8-10 focus on ways in which men and women find or fail to find fulfillment in the external community. Chapter 11 challenges those in this age group to explore themselves deeply to search for a more authentic self. Chapter 12 is the authors' open letter to those approaching their 50s that presents four key messages: be ready for challenges and high activity levels, have sufficient support, act on growing interest in generative activities, and replace current concerns with emerging concerns. Appendixes include the interview questions, 41 recommended readings, chapter notes, and index. (VLB)

ED 357 239

CE 063 648

Forlizzi, Lori; And Others
Project Lifelong Learning: For the Community. User's Guide.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 92

NOTE- 84p.; For a related final report, see ED 356 329; for related user's guides, see CE 063 649-650.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Cooperation; *Community Education; Community Involvement; Educational Resources; *Information Dissemination;

Apprenticeship Initiative (NYAI) sites and Department of Labor (DOL) National Youth Apprenticeship Demonstration grantees, descriptions of JFF and DOL sites; a progress report on Boston's Project ProTech; and ProTech press notices. Chapter 3 has three sections: a framework for state youth apprenticeship policy; the paper, "Youth Apprenticeship: Issues and Practice in the Development of State Systems--With Examples from Maine and Wisconsin"; and a matrix illustrating youth apprenticeship legislation in states. Chapter 4 is composed of the following: a framework for federal youth apprenticeship legislation; a paper, "Proposals for Federal Youth Apprenticeship Legislation--A JFF Perspective"; a report, "Youth Apprenticeships: Improving School-to-Work Transition for the 'Forgotten Half'"; and a matrix showing federal youth apprenticeship legislation from the last congressional session. Chapter 5 lists these contacts: JFF sites; DOL sites; other youth apprenticeship sites; state-level youth apprenticeships; and JFF's NYAI advisory group. Chapter 6 contains model youth apprenticeship legislation and fact sheets on youth apprenticeship and insurance liability and child labor laws and youth apprenticeship. Chapter 7 lists 38 items for recommended reading and a JFF publications list. (YLB)

ED 357 256

CE 063 678

Teaching Generic Skills for the Workplace. RAND Education & Human Resources Program. Policy Brief. Issue Number 2.

SPONS. AGENCY-- National Center for Research in Vocational Education, Berkeley, CA.

PUB DATE-- Apr 93

NOTE-- 3p.; For related documents, see ED 329 682 and ED 356 380.

LANGUAGE-- English

EDRS Price-- MF01/PC01 Plus Postage.

PUB TYPE-- Reports - Research/Technical (143)

DESCRIPTORS-- Classroom Design; Classroom Environment; *Classroom Techniques; Educational Cooperation; Education Work Relationship; High Schools; *Job Skills; Models; *Problem Solving; Teacher Role; Teaching Methods; Vocational Education; *Work Attitudes

IDENTIFIERS-- *Generic Skills

Studies conducted by Rand Corporation suggested that students did not need to be taught generic skills and work-related attitudes in actual workplaces. Such instruction could occur effectively at schools in traditional stand alone classrooms. To develop an instructional model for teaching generic skills, researchers used ethnographic methods to study the workings of eight high school classrooms. They found evidence that classrooms that successfully imparted generic skills and attitudes incorporated key structural and cultural features of workplaces, erasing some of the stereotypical distinctions between school and work. The specific characteristics common to classrooms that worked were organized into a model of generic skills instruction with four components: instructional goals, classroom design, teaching techniques, and school context. Teachers in successful classrooms had a mix of instructional goals. Relative emphasis varied by teacher and classroom, but in all cases generic skills and attitudes were targeted explicitly. These teachers pursued their instructional goals by situating learning in authentic practice and focused on intrinsic motivation. The role of the teacher was predominantly that of master to the students as apprentices. Some elements of school context affected classrooms in important ways. The schools' ability to provide resources affected students' access to knowledge. The most important aspect of professional teaching conditions was teacher autonomy. (YLB)

dealing the following: general safety precautions, natural resource industry operations, soil conservation, equipment maintenance, equipment operation, facility construction and maintenance, business management, employability skills, the forest industry, and resource conservation. Unit 8 (employability skills) has been further divided into the following subunits: career development, decision making and problem solving, work ethic, job-seeking skills, job retention skills, job advancement, technology in the workplace, lifelong learning, economic education, balancing work and family, citizenship in the workplace, leadership, and entrepreneurship. Unit 9 (the forest industry) includes subunits on forest nursery operations, forest measurements, forest establishment, forest management, tree harvesting and processing, wildland fire operations, and urban forestry tree care. Unit 10 (resource conservation) contains subunits on the resource conservation industry, water quality management, mapping, nature interpretation, fish and wildlife management awareness, and groundskeeping. A list of competency builders follows each competency listed. (MN)

ED 357 274

CE 063 743

Communications. Ohio's Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- Aug 92

NOTE- 27p.; For related documents, see ED 338 827-852, ED 345 048-082, and CE 063 711 and CE 063 744.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; Competency Based Education;

*Correlation; *Language Arts; Listening Skills; *Minimum Competencies; Models; Reading Skills; Secondary Education; Speech Communication; Speech Skills; Statewide Planning; Visual Literacy; *Vocational Education; Writing Skills

IDENTIFIERS- *Ohio Competency Analysis Profiles

This competency analysis profile contains a list of 70 communications skills that have been identified as core competencies for inclusion in programs in 49 occupational areas. The core competencies, which have been identified by employers and verified by English-certified instructors, have been organized into units devoted to reading, writing, speaking, and listening. Also included in this competency analysis profile are cross-reference charts illustrating the correlation between the identified competencies and the Ohio Model Competency-Based Language Arts Program. A copy of the Ohio Model Competency-Based Language Arts Program is also included. It organizes reading, writing, listening/visual literacy, and oral communication skills into the following categories: structure, meaning construction, application, and multidisciplinary skills. (MN)

ED 357 275

CE 063 744

Mathematics. Ohio's Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- Aug 92

NOTE- 127p.; For related documents, see ED 338 827-852, ED 345 048-082, and CE 063 711 and CE 063 743.

LANGUAGE- English

frequency, intensity, and source of network support. The 1987 National Survey of Families and Households served as data source. For the purposes of this study, respondents who were African-American, married, and aged 19 and over were identified, thus yielding a total of 805 respondents. Focus was on role strain, social support, and marital satisfaction. Results of the analyses suggest that when a wide variety of members of the support network provide assistance and when spouses perceive themselves as giving and receiving high levels of household assistance, they tend to report higher levels of role strain. In addition, when respondents receive advice from a greater number of sources and when they receive help with household duties from fewer sources, they perceive their marriages as more rewarding. These results suggest that high levels of instrumental assistance from the social support network is associated with greater role strain and lower marital satisfaction, while high levels of emotional support are associated with higher levels of marital satisfaction. (ABL)

ED 357 294

CG 024 844

Taylor, Lorraine C.; And Others
Influence of Parental Style and Child Duties on School
Performance of African-American Students.

PUB DATE- Aug 92

NOTE- 15p.; Paper presented at the Annual Convention of the
American Psychological Association (100th, Washington, DC,
August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Adolescents; Black Family;
Blacks; *Black Students; *Child Rearing; Children; Child
Responsibility; National Surveys; *Parent Child Relationship;
Predictor Variables

IDENTIFIERS- African Americans; *Housework; *Nurturance

Previous research has indicated that African-American students, particularly those from low-income environments tend to be at greater risk for low academic achievement. However, income level is only one factor that contributes to low academic achievement. This study investigated the influence of other factors, including parental use of nurturant behavior and child household duties on the academic performance of at-risk African-American students. Data was obtained from a subset utilized in the National Survey of Family and Household (NSFH) data, consisting of African-American families with at least one child aged 5-18. Respondents provided information on a total of 566 students. Nurturance, control, demand, punishment, and household responsibilities were selected as the independent variables. These variables were comprised of composite scores on relevant items from the NSFH questionnaire. The analysis suggests that both high nurturance or high punishment are important for academic success. However, the best combination appears to be high nurturance and high punishment. The worst combination is clearly, low nurturance with low punishment. Although rigid control and high expectations of obedience may seem severe for middle America, such measures may be in the best interest of the child in certain environments, such as high poverty areas. As predicted child household responsibilities were negatively related to academic performance. More insight is needed on parental influences and the distribution of household responsibilities that promote academic resilience. The variables associated with positive

27, 1993).

LANGUAGE- English.

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Employee Attitudes; Job Satisfaction; *Labor Turnover; Longitudinal Studies; *Mental Health Workers; State Surveys; Stress Variables; *Tenure

IDENTIFIERS- *Commitment

In view of the extremely high turnover among corporation recruits, there is growing and justified interest in having organizations identify the causes of turnover and possible ways of reducing it. Many studies have examined different variables related to turnover, including organizational commitment, career commitment, job satisfaction, and employee characteristics. The major purpose of this study was to examine employee turnover using demographic variables and work-related variables in a sample of mental health workers. Data were collected at two time periods. At Time 1, mental health workers (N=155) from 32 agencies from the Department of Mental Health and Mental Retardation in the State of Tennessee completed a survey. Based on data collected at Time 1, a follow-up survey was distributed to directors of the 32 agencies for whom the mental health workers at Time 1 worked. After two follow-up surveys, 84 workers were classified as either still on the staff (N=62), voluntary turnover (N=20), and fired (N=2). Since this study focused on voluntary turnover the fired employees were excluded from data analysis. Subjects in the final analysis were then labeled as either stayers (N=62) or leavers (N=20). The results of the investigation showed that leavers tended to have lower tenure, lower stress, lower commitment, higher income, and higher intrinsic job satisfaction than stayers. In order to reduce turnover, it appears that the only way area managers in personnel and human resource management may find some success is to increase employees' commitment in an organization. (AB1)

ED 357 314

CG 024 865

Preparing for College: A Planning Guide for Junior High Students.

PUB DATE- 92

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Academic Aspiration; *Admission Criteria; *College Admission; *College Bound Students; *Course Selection (Students); Higher Education; *High Schools; Junior High Schools; *Junior High School Students; Required Courses; Student Educational Objectives

IDENTIFIERS- South Dakota

This booklet identifies the minimum entrance requirements necessary for college admission in South Dakota's public universities and recommends specific content for each course in the curriculum, as well as additional experiences and skills that would smooth the transition to a higher education course. The following topics, targeted to students themselves, are discussed: (1) general requirements for college admissions and college preparatory curriculum; (2) recommended core courses in English, mathematics, science, social studies, modern/classical languages, fine arts, and computer science; (3) other experiences beyond the core courses; and (4) skills beyond the academic ones needed for academic success. Over half of the

Language Approach; Writing Instruction
IDENTIFIERS- New York (New York); New York City Board of
Education; Teacher Empowerment

During school year 1991-92, the Whole Language Network (WLN) expanded to include 90 teachers in grades kindergarten through six in three school districts participating in the New York City Board of Education's Comprehensive Instructional Management System-Communication Arts project. The Network assisted teachers in using the whole language approach to language arts instruction and sought to empower teachers to assume a more active role in curriculum decision-making. Evaluation of the WLN during the 1991-92 school year focused on teachers' perceptions and assessment of the Network, the support provided to participants, changes in teaching and assessment practices, and the effects of such changes on students' attitudes and achievement. In response to the evaluation: (1) large majorities of teachers reported that the WLN was valuable in helping them implement whole language instructional strategies; (2) almost all respondents reported that the instructional materials, support, and meetings and conferences proved valuable; (3) many teachers reported changes in their approach to teaching; (4) teachers reported trying a variety of "authentic" assessment techniques; and (5) teachers and staff developers reported that support provided by school administrators ranged from extremely supportive to lukewarm. Generally, differences in students' pre- and posttest scores in writing and reading were too small to be educationally meaningful. It was recommended that: greater effort should be directed toward helping teachers incorporate alternative assessment techniques into their classroom; more teachers from the same school should be selected; and school supervisors' understanding and support for the program should be increased. (Ten tables of data are included; rating scales for the writing samples are attached.) (RS)

ED 357 335

CS 011 305

Von Lehmden-Koch, Cheryl A.

Attitudes of K-6 Teachers towards Invented Spelling.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Elementary School Teachers;
Instructional Effectiveness; *Invented Spelling; Rural Schools;
*Spelling Instruction; *Teacher Attitudes; Whole Language
Approach

IDENTIFIERS- Ohio

A study determined attitudes of elementary teachers of grades K-6 towards the use of invented spelling. Twenty-nine teachers in two rural school districts in Northwest Ohio completed a questionnaire designed to investigate the extent of whole language use, spelling strategies taught, and attitudes towards invented spelling. Results indicated that teachers in the primary grades (K-3) were more accepting of the use of invented or phonetic spelling than the teachers in the intermediate grades (4-6). Findings suggest that teachers were not pleased with the way they actually taught spelling and that there was little correlation between how spelling was actually taught and how the teachers thought it should be taught. (Author/RS)

ED 357 336

CS 213 692

Dunn, Patricia
English 101 and Chemistry 101: Examining Texts through Different Lenses.

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Chemistry; Class Activities; College Freshmen; Course Descriptions; *Critical Thinking; *Freshman Composition; Higher Education; *Interdisciplinary Approach; Research Papers (Students); Units of Study; *Writing Assignments

IDENTIFIERS- Student Empowerment; Writing Contexts

By linking a first-year writing class and an introductory chemistry class at Utica College of Syracuse University (Syracuse, New York) the instructor hoped to foster camaraderie among the students; help students see the connections between the two disciplines; and disrupt students' pattern of unquestioning acceptance of the authority of the published text and of believing everything they see on the printed page. In an 8-week joint project of the linked courses, students studied the ozone controversy by reading about it in 11 articles and essays from a variety of periodicals. Students read the articles, discussed the topic in class, wrote about it in a reading log, and did a summary and critique of one of the articles. Using these articles as a base, they also wrote a thesis-oriented research paper on ozone, which served as a project for both the English class and the Chemistry class. They completed the paper in a series of drafts, the peer responses to which were facilitated through the use of an interactive computer lab. In anonymous evaluations they wrote at the end of the course, students seemed to go beyond their initial confusion and disillusionment to a more sophisticated awareness of rhetorical strategies and investedness on the part of "experts." Students demonstrated the confidence to distance themselves from information sources and to see themselves as participants in the knowledge-making process. (Eighteen references are attached.) (RS)

ED 357 355

CS 213 808

Schick, Ruth
Social and Linguistic Sources of Gender Differences in Writing Composition. Draft for Discussion Purposes.

PUB DATE- Dec 92

NOTE- 4p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Factor Analysis; Family Environment; Foreign Countries; High Schools; High School Seniors; Regression (Statistics); *Sex Differences; *Writing (Composition); Writing Attitudes; Writing Research

IDENTIFIERS- Chile; Sweden; T Test; United States

A crossnational study compared secondary school boys' and girls' social (individual attitudinal, and family) and linguistic (type/frequency of oral conversations and test related activities) experience, and their relation to differential

Jett, Daniel L.; Schafer, William D.
High School Teachers' Attitudes toward a Statewide High Stakes
Student Performance Assessment.

PUB DATE- Apr 93

NOTE- 70p.; Paper presented at the Annual Meeting of the American
Educational Research Association (74th, Atlanta, GA, April 12-
16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143), Test, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- High Schools; Public Schools; Secondary School
Teachers; *Student Evaluation; *Teacher Attitudes; *Writing
Evaluation; Writing Research; *Writing Tests

IDENTIFIERS- English Teachers; High Stakes Tests; Maryland;
*Maryland Writing Test; Teacher Surveys

A study examined Maryland high school teachers' attitudes toward
specific individual characteristics of the Maryland Writing
Test as well as their overall attitudes toward the test.

Subjects, 538 English/language arts, mathematics, science, and
social studies teachers in Maryland's 176 public high schools,
responded to a survey designed to elicit responses on each of
the 18 identified distinguishing characteristics of the writing
test. Through a proportional random sampling procedure, a total
of 1,220 surveys were sent to the teachers. Results indicated
that: (1) 97% of the subjects have favorable total overall
attitude scores on the survey instrument; (2) as a group,
English/language arts teachers had a higher percentage of
teachers with "more-than-important" attitudes toward the test
than do those in groups of mathematics, science, and social
studies teachers; (3) no moderate or strong differences existed
in the total overall attitude scores teachers had based on the
number of years they have taught; and (4) teacher in all groups
had favorable attitudes toward the 18 identified
characteristics of the test. (Seventeen tables of data are
included; 24 references, a list of the panel of experts who
assisted in development of the survey instrument, an
information sheet about the Maryland Writing Test, and the
survey instrument are included.) (RS)

ED 357 374

CS 213 829

Ediger, Marlow
Middle School Pupils Write Legends.

PUB DATE- 93

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Creative Writing; Grade 6;
Intermediate Grades; *Legends; *Middle Schools; Student
Reaction; *Teaching Methods; Units of Study; Writing Assignments
IDENTIFIERS- Middle School Students; Trade Books

A sixth-grade student teacher developed and implemented a unit on
creative writing, and one lesson in the unit on writing legends
was particularly successful. A discussion of Davy Crockett and
the legends surrounding his life, began the lesson. The student
teacher then introduced trade books from the library station
for the pupils to read. Discussion of the trade books brought
out the distinction between tall tales (about fictitious
people) and legends (concerning actual people). Pupils wrote

MBTI) and ratings of comments. Subjects were then asked why they rated some comments high and some low. Overall, the subjects found teacher comments helpful to the degree that the comments told the student precisely what was wrong and how to fix it. Findings highlight the potential influence of the immediate social context in they way students read and use teacher comments. (A figure describing personality preferences and a figure listing the highest-rated and the lowest-rated comments are included.) (RS)

ED 357 393

CS 213 866

Farr, Roger; Greene, Beth

Managing the Integrated Language Arts Classroom: Twenty-Five

Suggestions for Finding Time for Portfolio Conferences.

PUB DATE- 93

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Elementary Secondary
Education; *Language Arts; *Portfolios (Background Materials);
*Student Evaluation; Teacher Role

IDENTIFIERS- *Portfolio Approach; *Teacher Student Conferences

This paper consists of some preliminary tips for teachers on how to hold portfolio conferences followed by 25 specific suggestions presented in the right hand column of a chart; the left-hand column contains related comments under the heading of "General Organizational Structure." A variety of portfolio conferences can be conducted in language arts classrooms. These include impromptu conferences when students need to discuss a reading or writing task, group conferences when students want to meet to collaborate on a project, and peer conferences that facilitate the editing process. Especially important are planned and scheduled individual conferences with each student in the classroom--these should be at least 15 minutes long and should be held a minimum of four times each year. Many activities in an integrated reading/writing program can provide conferencing time--for example, students who need extra time to organize and review their portfolios may work while the teacher confers with those who finish the process more quickly; during student authoring circles teachers could conduct group portfolio conferences; or teachers could confer with individual students while others edit, revise, do library research, or make self-reflective entries in their journals. If a school provides an activity period or a scheduled study hall, a teacher may schedule portfolio conferences outside of class time. Teachers can attempt to work portfolio conferences into regular instructional time--two suggestions are to establish a portfolio station where students can meet with the teacher or establish peer-tutoring sessions. Posting a schedule for students to sign-up for conference times, and developing learning contracts that require students to make appointments with the teacher are other options teachers may find useful. (SAM)

ED 357 394

CS 508 169

Goodell, Ann L.

Striking Is Hard To Do: The Structuration of School Climate
during Teacher Contract Negotiations.

PUB DATE- Oct 92

NOTE- 24p.; Paper presented at the Annual Meeting of the Speech

From Diversity to Identity: Schools Where Everyone Belongs.

PUB DATE- 7 Oct 92

NOTE- 21p.; Workshop presented at the Annual Meeting of the Canadian Education Association (Montreal, Quebec, Canada, October 7, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cultural Awareness; *Cultural Differences; Educational Environment; Elementary Secondary Education; Foreign Countries; *Intercultural Communication; Minority Groups; *Multicultural Education; Public Schools; *Social Integration

IDENTIFIERS- *Canada; *Diversity (Student)

Schools are an important source of personal identity and group integration. In Canada, schools are better equipped to contribute to both individual and group identities than they are to be agents of general social integration. The central goal of schools is to provide quality education, and part of this mission is being more confident and creative in how students from varied backgrounds are taught. Across Canada, many teachers are struggling to meet the special needs of diverse students while maintaining some educational norms. Educators also are uncomfortable with having to be agents of social integration of not only students, but families as well. Two factors influence the legitimacy of how diversity is perceived in education. One, difference is not perceived objectively. Two, externally recognized differences may not be viewed by the individual as legitimate or familiar. A useful framework for understanding diversity and the role of schools might be that the school is one identity, its members another, and a third, their identities outside the school. The challenge of schools is to create a shared identity and goals that complement, not oppose, students' own identities. (JPT)

ED 357 414

EA 024 705

Poulin, Raymond H., Jr.

Restructuring Today and Tomorrow: "School Governance Revisited."

Third Edition.

PUB DATE- Dec 92

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Change Strategies; *Decision Making; *Educational Change; Elementary Secondary Education; Governance; Public Schools; *School Based Management; *School Restructuring; Teacher Education; Teacher Role

IDENTIFIERS- *Maine; *School Administrative District 4 Guilford ME

Schools must move away from individualism and toward more participation and shared decision making to meet the needs of society. Eight schools in Maine School Administrative District #4 adopted site-based management in an attempt to do this. Several important goals must be met in restructuring schools. First, students must enter the marketplace with high-order

information system; the quality of basic education; the quality and efficiency of vocational/technical education; strengthening local education capacity; educational indicators for policy purposes; teacher education; curriculum reform; developing provincial sector review capacity; and education, the economy, and development. (JPT)

ED 357 433

EA 024 839

Renchler, Ron

Poverty and Learning. ERIC Digest, Number 83.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Disadvantaged Schools; *Disadvantaged Youth;

*Economically Disadvantaged; Elementary Education; *Finance Reform; *Poverty; *Preschool Children; *Preschool Education; Public Schools; Socioeconomic Status; Student Development

IDENTIFIERS- ERIC Digests; *Project Head Start

Many programs have tried to offset the problems with which many children of low socioeconomic status (SES) enter public schools. Some of these programs have attempted to better prepare preschool children for school, while others have tried to help children already struggling in school. The United States has one of the highest child-poverty rates among Western nations. The economic losses experienced because of this problem are great. And although the expense of helping low-SES children is high, the cost of not helping them is higher. Head Start and other state programs have made some progress in improving the preparedness of children for public school. However, schools in low-income areas rarely have enough money to meet students' needs. Since many low-SES children are often clustered in underfunded schools, some policymakers support financial restructuring to assist schools in helping disadvantaged children overcome these obstacles. (JPT)

ED 357 434

EA 024 840

Todras, Ellen

The Changing Role of School Boards. ERIC Digest, Number 84.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Board Administrator Relationship; *Board of Education Role; *Boards of Education; *Educational Change; Elementary Secondary Education; *Government School Relationship; Public Schools; School Based Management

IDENTIFIERS- ERIC Digests

School governance has recently come under scrutiny as one of the many areas of public education being examined in the educational reform movement. School boards are being criticized by state governments, educational experts, and the public. Crisis situations have developed in many educational systems nationwide, particularly in urban areas. In addition to poor

used as principles in the study. Data on school-district enrollments, tax assessments, and state revenues from the Resource Planning Office of the Texas Education Agency were used in the study. Results show reductions in revenue apportioned across districts because of the failure of the state to meet all of its funding commitments in 1991-92. Consequently, there is a significant deterioration in the equity of revenue distribution to school districts. Overall, except for a small number of districts and an even smaller number of students, Texas' school-finance structure is highly equitable. In conclusion, the school finance system established in Texas in response to state supreme court rulings in Edgewood Independent School District v. Kirby is the most equitable in the nation. The problem the state faces is how to fully fund the system that has been established, and without adequate funding, how to most equitably distribute the funds that are available. Even if such a mechanism can be established, there is no guarantee that the state can afford to fully implement the plan. (Contains 12 references.) (JPT)

ED 357 454

EA 024 873

Outline Guide to Educational Reform Initiatives. ERS Research Digest.

PUB DATE- 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Innovation; *Educational Policy; Elementary Secondary Education; *School Restructuring

Many educational reform initiatives are being tried in an effort to restructure the American school system. This guide compares major educational reform efforts by goal, vision, teaching and learning, and system components. The first section of the guide covers major systemic educational reform initiatives, including Accelerated Schools Project, Agenda for Teacher Education in a Democracy, Carnegie Middle-Grade School/State Policy Initiative, Coalition of Essential Schools, Curriculum and Evaluation Standards for School Mathematics, Effective Schools, Foxfire Teacher Outreach, Holmes Group, Montessori Public Schools, National Education Association Mastery in Learning Consortium, New Standards Project, Outcome-Driven Development Model, Program for School Improvement--League of Professional Schools, Project 2061: Science for All Americans, Re:Learning, School Development Program, Success for All, Total Quality Management, Transformational Outcome-Based Education, and Whole Language. The second section includes reform initiatives approved by the New American Schools Development Corporation: Atlas Communities--Partners, Bensenville Community Design, College for Human Services, Community Learning Centers of Minnesota, Co-Nect School, Expeditionary Learning, Los Angeles Learning Centers, Modern Red Schoolhouse, National Alliance for Restructuring, Odyssey Project, and Roots and Wings. (JPT)

ED 357 455

EA 024 874

Lucas, Samuel R.; Gamoran, Adam
Race and Track Assignment: A Reconsideration with Course-Based Indicators of Track Locations.

had been most involved in under centralized governance systems-- planning and instruction-related tasks. Those tasks traditionally the domain of administrators were considered of lesser importance. There was less agreement on which tasks teacher participation was likely. Similarly, responses varied on areas in which teachers and administrators thought additional training was needed. (Contains 20 references.) (JPT)

ED 357 475

EA 024 900

Steinberg, Arnold; David, Anna

Survey of Voter Attitudes in California toward a Choice System in Education: Summary Report. Policy Insight No. 130.

PUB DATE- Oct 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Finance; *Educational Quality;

*Educational Vouchers; Elementary Secondary Education; Private

Schools; *Public Opinion; *Public Schools; *School Choice;

*School Effectiveness; State Surveys

IDENTIFIERS- *California

The Reason Foundation commissioned a survey of 800 registered voters in California to determine attitudes about education and education reform. School choice was a major topic of the survey. Support for school choice was strong as was disappointment with public schools. Across different demographic groups, respondents supported the idea of school choice by a margin of two-to-one, falling from first to fourth when told religious schools would be included. Almost 70 percent believed California public schools were performing poorly. More than 60 percent underestimated the state average educational spending per student. Support for a voucher system was strong, but varied depending on the structure of the system. Respondents also were not opposed to spending more on education, but think that much education spending is wasteful. Accommodating students' special needs in a school-choice system, and the greater accountability offered parents by the system were also heavily supported. Reviews of two other studies also are included: a Meta Information Services study done for Parents for Educational Choice and a study of Louis Harris and Associates. Similar levels of support for school choice to a Reason Foundation study were found in the Meta study while the Harris study found that public education is the primary concern of Los Angeles area residents. Survey questions and detailed response data are included. (JPT)

ED 357 476

EA 024 901

Glass, Gene V.

Policy Considerations in Conversion to Year-Round Schools. Policy Briefs of the Education Policy Studies Laboratory, No. 92-01.

PUB DATE- Jan 92

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cost Effectiveness; Elementary Secondary Education;

*Enrollment; *Financial Problems; Public Schools; *School

Schedules; Vacations; *Year Round Schools

IDENTIFIERS- *Concept 6 Calendar; *Quinmester Program

Increasing enrollments and budget problems have prompted many

package, the investment package, spending cuts, and tax increases. Four ways in which the budget will reduce poverty are explained in chapter 7. The eighth chapter describes the minor changes proposed in existing budget rules and procedures. Chapter 9 concludes that 1993 will be a critical juncture in federal policymaking and that the opportunity to change direction in the manner proposed by the Clinton budget will probably disappear if not acted upon this year. Any alternative deficit-reduction routes are likely to generate less new revenue, less new public investment, and larger reductions in social programs. Five tables are included. The appendix contains three tables from the Clinton Administration's budget document. They concern: 5-year investment proposals; proposed changes in entitlement programs; and proposed reductions in nondefense discretionary programs. (LMI)

ED 357 495

EA 024 929

White Plains City School District--Management Can Reduce Operating Costs by Strengthening Policies and Procedures. Report 92M-483.

PUB DATE- 92

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrative Policy; Budgets; Construction Costs; *Cost Effectiveness; *Costs; *Educational Economics; Elementary Secondary Education; Expenditures; *Financial Audits; *Operating Expenses; School Districts; School Maintenance

IDENTIFIERS- *White Plains City School System NY

A profile of the economy and efficiency of the White Plains City School District is offered in this report. Specifically, a financial audit was conducted to answer the following question: Has the district acquired, protected, and used its resources economically and efficiently? Selected district practices were audited by the New York Office of the State Comptroller for the period July 1, 1990, through April 30, 1992. The audit identified the following weaknesses in the district's facility operations and maintenance program: weak oversight of capital projects, high staffing levels, high operating and energy costs, and lack of a 5-year maintenance plan. With regard to transportation services, major contracts have not been recently bid, contracting procedures need improvement, and a route and fuel consumption monitoring system is needed. With regard to controls over equipment, the district lacks formal policies and procedures and could not account for a substantial amount of equipment. Finally, the district lacks a formal employee sick-leave policy and a comprehensive sick-leave monitoring program. Fifteen recommendations are offered. (LMI)

ED 357 494

EA 024 932

Fowler, William J., Jr.; And Others
Public School Education Financing for School Year 1989-90. E.D. TABS.

PUB DATE- Jun 93

NOTE- 129p.; Tables contain small faint print that may be marginally legible.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Budgets; *Educational Finance; Elementary Secondary Education; Expenditures; Income; *Public Schools; *School

educational program in the early years can affect the development of gifted children. The qualitative research specifically focused on a multi-age, multi-ability setting with partial implementation of a whole language program, a systematic writing process and with some flexibility in grouping of students. Eleven teachers and approximately 260 students in an ungraded primary school were involved, with 3 first year and 30 second year students identified as gifted. The study found that gifted children followed a somewhat accelerated curriculum. Teachers felt that there were definite social benefits to integrating the gifted and nongifted students. The multi-age, multi-ability setting seemed to allow young students not identified as gifted to progress more rapidly than they might have in a traditional graded classroom, as they were exposed to higher level instruction. There was little evidence of the development of creative productivity or multiple intelligences other than linguistic and logical-mathematical. Interviews with teachers indicated their willingness to allow students to do above-grade level work and to use higher level materials with some children. Interview questions are provided in an appendix. (Contains 12 references.) (JDD)

ED 357 515

EC 302 057

Pickett, Anna Lou

A Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel. Revised.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 89

NOTE- 98p.; Developed by the National Resource Center for Paraprofessionals in Special Education. For an earlier edition, see ED 274 135. For a related document, see EC 302 058.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Administrative Principles; Administrator Role; *Classroom Techniques; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; *Paraprofessional School Personnel; *Personnel Management; Staff Development; Staff Role; Supervision; *Supervisory Training; Teacher Role; Teamwork; Training

This project was designed to develop instructional materials to prepare teachers of students with disabling conditions and other professional personnel to assume responsibilities as classroom managers and supervisors. The first two parts of the manual, for policy makers, administrators, and staff developers, contain: (1) information about the changing roles of teachers and paraprofessionals; (2) responsibilities of administrators for supporting and preparing teachers to assume these responsibilities; and (3) guidelines for using the materials to conduct training. Following sections contain the instructional modules, including trainer material, suggested activities, and a list of 21 references and resources. The instructional modules cover the topics of management and supervision; the teacher and paraprofessional as an instructional team; and the process of integrating the paraprofessional into the classroom through setting goals and objectives, directing and delegating, communication and team building, problem solving, evaluating and coaching, and planning for change. A performance/skills survey for teacher-managers is included, along with worksheets, problem-solving activities, case studies, and other handouts. (JDD)

Education; Futures (of Society); Outcomes of Education;
*Regular and Special Education Relationship; School
Administration; *Special Education; Staff Development; Teacher
Education; Technology
IDENTIFIERS- *Council of Administrators of Special Education

This document presents recommendations of the Council of Administrators of Special Education (CASE) regarding the development of a future agenda for a unified (regular and special) educational system. Ten recommendations--five addressing policy and five addressing actions--are included, with a discussion of rationale and implications of each. The recommendations are presented as a series of principles, as follows: (1) all stakeholders are responsible for the education of all students in a community; (2) a unified system of education must prevail to ensure quality, inclusive education for all students; (3) accountability for all students is guaranteed through a system of unified outcomes; (4) all educators are prepared to educate all students; (5) funding systems emphasize shared resources; (6) site-based management is the means for building a community of learners responsible for one another; (7) a curriculum framework for a unified system is the means to dialogue about outcomes for planning and organizing schools into learning communities; (8) staff development in a restructured workplace fosters ad hoc problem solving, shared resources, and continuous improvement; (9) all students and their families have access to integrated community services at or near the school site; and (10) all students and staff have access to and training in appropriate technology that supports collaborative decision making. (Contains 17 references.) (DB)

ED 357 534

EC 302 076

de la Garza, Bridget; And Others

Employability Skills for Students with Mild Disabilities: A

Sequenced Curriculum Package for Teachers. Project WORK.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 277p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Education; Career Planning; *Curriculum;
Daily Living Skills; Employer Attitudes; Employment Interviews;
*Employment Potential; High Schools; High School Students;
Individual Development; Interpersonal Competence; Job
Application; Job Performance; *Job Search Methods; *Job Skills;
Labor Market; Lesson Plans; *Mild Disabilities; Money
Management; *Prevocational Education; Transportation

The Employability Skills Curriculum is a functional curriculum designed to help in teaching critical employability skills to students with mild disabilities. The curriculum sequence focuses upon the skills of getting a job and holding that job over time. The 65 lesson plans are organized into 13 units which cover: (1) preparing to look for a job, (2) discovering one's job interests, (3) finding out about job openings, (4) contacting employers, (5) the job interview, (6) handling paperwork, (7) characteristics of a good employee, (8) getting along with others, (9) job attendance and absence, (10) transportation to work, (11) managing personal finances, (12) making positive job changes, and (13) thinking about goals for the future. Each lesson plan includes a list of lesson objectives, an introduction, suggested activities, closure, and

The Individuals with Disabilities Education Act (IDEA). Legal Foundations, Number 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 7c.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Programs; Individualized Education Programs; Preschool Education; Special Education

IDENTIFIERS- Individualized Family Services Plans; *Individuals with Disabilities Education Act

This paper describes highlights of the Individuals with Disabilities Education Act (IDEA) that have a high impact on the delivery of special education services. IDEA's eight parts are outlined, and then two parts are discussed in more detail: (1) Part B, which authorizes federal grants to states to help underwrite the costs of educating children with disabilities and sets out the conditions states must meet to qualify for these grants; and (2) Part H, which provides grants to states for children from birth to 2 years of age who have developmental delays, have conditions that typically result in delay, or are at risk of substantial developmental delay. Components of an Individualized Education Program, an Individualized Family Services Plan, and a Transition Services Plan are listed. Nine print or organizational resources are also listed. (JDD)

ED 357 554

EC 302 097

McWilliam, R. A.

Mixed Method Research in Special Education.

PUB DATE- Nov 91

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Case Studies; *Disabilities; Early Intervention; Educational Research; Elementary Secondary Education; *Integrated Activities; Philosophy; Preschool Education; *Qualitative Research; *Research Methodology; *Statistical Analysis

IDENTIFIERS- Single Subject Research Design

This paper addresses the conditions under which quantitative and qualitative research methods could be combined in special education. The paper asserts that qualitative designs have not had a significant effect on special education research and speculates that mixed-method research might be more acceptable to special education researchers or editors than studies using only qualitative methods. The methodological characteristics of each approach to research are described. Strategies for mixing quantitative and qualitative research methods are discussed. The work of Robert Yin, who has described ways in which quantitative data can be embedded in case studies, is examined. The use of mixed-methods in educational evaluation is addressed, and the special case of single-subject research is analyzed. Several examples of the integration of qualitative and quantitative methods are then described. The paper concludes with a discussion of the need for and viability of

Literature Review and Bibliography. Working Paper Series, No. 230.

SPONS. AGENCY- New York State Developmental Disabilities Planning Council.

PUB DATE- 91

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Change Strategies; *Day Care; *Disabilities; *Early Intervention; Employed Parents; Incidence; *Mainstreaming; Mothers; *Preschool Children; Preschool Education; Program Costs; Social Integration; Staff Development; Trend Analysis
This literature review and bibliography of 35 references

addresses child care and education of young (under age 6) children with disabilities. It utilizes a question-and-answer format, with relevant references cited in the answers. Questions address the following issues: (1) incidence of disabilities or delays in children under age 6; (2) features and trends in child care in the United States; (3) labor force participation by mothers of children with disabilities; (4) desires of parents regarding available child care settings; (5) identification of developmental problems in regular child care settings; (6) staff development and training needs of regular child care staff; (7) support needs of parents of children in integrated settings; (8) benefits of integrated settings to children with disabilities or delays; (9) effects of integration on nondisabled children; (10) relative costs of integrated preschool programs compared to special education settings; (11) financial responsibility for the care/education of such children in integrated settings; and (12) elimination of perceived threats of integrated settings to those committed to past practices. (DB)

ED 357 575

EC 302 121

Fink, Dale Borman

Day Care in Alberta, Canada: Overcoming the Barriers for Children with Disabilities. Working Paper Series, No. 231.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 91

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Day Care; *Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; Early Intervention; *Financial Support; Foreign Countries; Hospitals; *Mainstreaming; Medical Services; Program Development; Resource Allocation; *Social Integration; Staff Development; State Agencies

IDENTIFIERS- Alberta (Calgary); Alberta (Edmonton)

This study of integrated day care in the province of Alberta, Canada, involved observations and interviews at preschool sites in Calgary and Edmonton. The discussion resulting from the Calgary visits considers: combining funding from a provincial agency with the availability of hospital-sponsored mobile clinical services to support integration in day care centers, homes, and other community-based services; qualifications and roles of special needs workers; additional funding to individual families; and financial incentives and other support

educational methods of working with students with profound needs. This article presents the perspectives of the professor of the class, of Joanna's mother, and of a graduate student in the class. The professor reports on the positive effects Joanna's presence had on the class, including relaxing the class and developing student observational and programming abilities. Joanna's mother describes the family's long struggle to provide inclusive experiences for Joanna, the appropriateness of a 21-year-old attending a university program with peers, and the positive effects of this inclusion on Joanna. The fellow student explains how the inclusion of Joanna allowed students to address the real challenges of their profession and to "practice what they preached." (DB)

ED 357 596

EC 302 144

Green, James E.

State Academies for the Academically Gifted. Fastback 349.

PUB DATE- 93

NOTE- 41p.; This fastback is sponsored by the University of Illinois Chapter of Phi Delta Kappa.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ability Identification; *Academically Gifted; *Curriculum; Eligibility; High Schools; High School Students; Program Evaluation; *Residential Schools; *Special Schools; State Programs; *State Schools; *Student Characteristics; Teacher Characteristics

This guide to residential state academies for academically gifted high school students discusses the history of this movement, student characteristics, curricula, faculty, outreach programs, and evaluation. The establishment of the nine existing state institutions is traced from the prototype, the North Carolina School for Science and Mathematics, to the most recent, established in Alabama in 1991. Reasons for such schools are given, ranging from the specialized curricula needed by such students to their need for peer support. The question of elitism is addressed, suggesting that such schools actually are egalitarian in that they provide an opportunity for all students from both poor and wealthy regions of the state to go as far as they can. The various selection processes are described and compared, noting that the use of holistic methods (rather than standardized tests) results in enrollments more consistent with the demographic profiles of the state's population. Curricula are discussed, with special focus on the Indiana Academy Curriculum. Criteria for selecting faculty are then briefly considered as are state academy outreach programs. The lack of comprehensive and systematic evaluation of these new institutions is noted. (Contains 21 references.) (DB)

ED 357 597

FL 019 758

Carton, Aaron S.; Carroll, John B.

The 1959 Summer Russian Language Learning Program. Final Report of Testing Project.

PUB DATE- Jul 60

NOTE- 136p.; Prepared for the Inter-University Committee on Travel Grants.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of automotive service technology and documents the student's level of achievement. (KC)

ED 357 146

CE 061 901

Building Maintenance and Utilities Management. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 78p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Building Operation; Competency Based Education; Cooperative Education; Employment Potential; *Energy Management; Entrepreneurship; Facility Guidelines; Instructional Materials; Job Skills; *Maintenance; Occupational Information; Postsecondary Education; Professional Development; *Program Content; Program Development; Program Guides; *Program Implementation; Student Organizations; Student Participation; Teacher Improvement; Technical Education

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a building maintenance and utilities management program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of building maintenance and utilities management and documents the student's level of achievement. (KC)

ED 357 147

CE 061 902

Building Maintenance. Florida Vocational Program Guide.

Lesson Plans; Mathematics; Primary Education; Social Studies; Teaching Methods

This document contains 16 lesson plans that can be used for career awareness activities in kindergarten. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit are as follows: postal careers, grocery store, school musical, "treasure chest bank" (math enrichment), health and exercise, and being a ballerina. (KC)

ED 357 163

CE 063 301

Best Practices in Career Development. Activities for First Grade. A Supplement to the Blueprint for Career Preparation.

PUB DATE- 93

NOTE- 44p.; For related documents, see ED 332 006 and CE 063 300-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Awareness; Career Development; *Classroom Techniques; *Grade 1; Language Arts; Learning Activities; Lesson Plans; Mathematics; Primary Education; Social Studies; Teaching Methods

This document contains 16 lesson plans that can be used for career awareness activities in first grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit include the following: "when I grow up," dental worker, school musical, puppets, the hands that feed us at school, developmental writing program (with a bibliography that lists 61 books, 4 filmstrips, and 2 videotapes), appreciation, "me" hats (how preferences affect career choices), and six lessons "from the rainbow treasure chest bank" (math enrichment). (KC)

ED 357 164

CE 063 302

Best Practices in Career Development. Activities for Second Grade. A Supplement to the Blueprint for Career Preparation.

PUB DATE- 93

NOTE- 15p.; For related documents, see ED 332 006 and CE 063 300-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Awareness; Career Development; *Classroom Techniques; *Grade 2; Language Arts; Learning Activities; Lesson Plans; Mathematics; Occupational Information; Primary Education; Social Studies; Teaching Methods

This document contains 10 lesson plans that can be used for career awareness activities in second grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for

uses graphics, many examples, checklists, case studies, and section summaries. Eleven chapters cover the following topics in the workbook as well as the instructor's guide: understanding the employment relationship; first day on the job; making a good impression; punctuality and attendance; learning to do the job; knowing oneself; getting along with the supervisor; getting along with other workers; problem-solving skills; ethics and doing the right thing; and getting ahead on the job. In addition to these topics the instructor's guide has information on the problem solving approach and how to deal with problem students. Detailed material on planning and contains ideas for both classroom and workshop instruction and suggestions for many additional activities. One-page worksheets suitable for reproduction are included. (YLB)

ED 357 183

CE 063 562

Theodossin, Ernest

Invisible Assets. FE in the Educational Market-Place.

PUB DATE- 92

NOTE- 151p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College School Cooperation; Continuing Education; Educational Research; Foreign Countries; *Institutional Advancement; *Marketing; Organizational Communication; *Postsecondary Education; Publicity; Public Opinion; *Public Relations; Public Support; School Community Relationship; *Technical Institutes

IDENTIFIERS- Great Britain

A feasibility study to gauge support for a Further Education (FE) Marketing Unit provided information on FE's image. Many persons occupying positions of authority in FE colleges in Britain see FE as possessing a negative image. Another group stresses the lack of any image whatsoever. Despite the difficulties colleges experience in recruiting from schools with which they may be in direct competition, studies do not suggest that FE colleges face major marketing problems in schools. Respondents in a study regarding college-employer relations were almost equally divided between those who believed relations had improved and those who did not. Government preoccupation with FE as revealed in activity, debate, and publications is only one potential index of public interest. The national press and other media devote little time to FE. Two areas in which colleges create their own images for the public are prospectuses and local newspapers. The overall impression of FE that emerges is downbeat and rather dowdy. A seven-point action program for FE to promote itself involves the following: self-help on the part of colleges; developing a model for an FE promotional body; learning to target market segments; raising FE's profile, developing a high quality services; lobbying decision makers; and adopting a positive approach. (Appendixes include lists of organizations involved and materials used in the study, list of acronyms, and 58 references.) (YLB)

ED 357 184

CE 063 563

Adult Education and Literacy. Annual Report. Fiscal Year 1991.

PUB DATE- 91

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Resources; *Futures (of Society); *Instructional Improvement;
Integrated Curriculum; Position Papers; Postsecondary
Education; Program Improvement; Public Opinion; Secondary
Education; *Technical Education; *Vocational Education

IDENTIFIERS- *Iowa

In June 1991 the Iowa State Board of Education established a task force to conduct a comprehensive review of vocational-technical education in the state. The 10-member task force was asked to develop a vision for vocational-technical education in Iowa, including the roles and relationships between secondary and postsecondary education institutions, and to enhance the delivery of vocational education programs and services to students at both levels. The status of vocational education in grades K-12 and at community colleges and correctional facilities was reviewed. Funding, program delivery, the future workplace, and economic development were identified as major issues, and demographics, diversity in the work force, the economy, education reform, and technology were examined in the specific context of Iowa. After analyzing the changing world market and the resultant changing mission of vocational-technical education in Iowa, the task force members formulated a series of goals related to the following: quality, access, diversity, delivery, resources, image, career-focused education, and accountability. (The final recommendations summarize each of the goals and provide a rationale and strategies for achieving them. Contains 39 references.) (MN)

ED 357 203

CE 063 602

Performance Indicators of Program Quality for Iowa's Adult Basic Education Programs.

PUB DATE- May 93

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Basic Education; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; *Outcomes of Education; *Program Evaluation; State Programs; *State Standards; Statewide Planning; Summative Evaluation

IDENTIFIERS- *Iowa; National Literacy Act 1991; *Performance Indicators

This report presents Iowa's performance indicators of program quality in adult basic education (ABE) programs and describes the process by which they were developed. The performance indicators fulfill the mandate of the National Literacy Act of 1991 to serve as indicators of program quality. They were developed through a comprehensive process that included the participation of adult education administrators and practitioners, adult learners, researchers, and other experts in the field, and they take into account the different conditions under which the broad array of local programs operate. The performance indicators fall under two general topic areas: program process and content, and student outcomes. Program process and content refers to components of the program that define how it operates, such as program planning, student recruitment, intake, assessment, staff characteristics, curriculum and instructional content, materials and equipment, assessment of student progress, evaluation, and follow-up. Student outcomes refers to the impact of the program on students, such as learning gains and goal attainment. The guide

(1) explaining CBVE; (2) organizing content for a CBVE program; (3) organizing classroom/laboratory instruction for CBVE; (4) developing written and performance evaluation instruments; (5) using student competency profiles; (6) identifying learning styles; (7) identifying teaching strategies; and (8) guiding students through a CBVE program. A resource list is provided. (YLB)

ED 357 221

CE 063 622

A Question of Equity: Women and the Glass Ceiling in the Federal Government. A Special Study. A Report to the President and the Congress of the United States.

PUB DATE- Oct 92

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; Adults; Career Change; Career Development; *Employed Women; Employment Opportunities; *Equal Opportunities (Jobs); Federal Government; *Government Employees; Job Performance; Occupational Mobility; Personnel Evaluation; *Promotion (Occupational); *Sex Discrimination; *Sex Fairness; Sex Stereotypes

IDENTIFIERS- *Glass Ceiling

An investigation of the process for career progression in the federal white-collar work force examined the nature and extent of any barriers women may confront in that process. It included data from three sources: U.S. Office of Personnel Management's Central Personnel Data File; 19 focus groups with 144 senior level and senior executive men and women; and a government-wide survey mailed to a sample of 13,000 employees (8,408 returns). Findings indicated that women confronted inequitable barriers to advancement in their federal careers. Barriers took the form of subtle assumptions, attitudes, and stereotypes that affected how managers sometimes viewed women's potential for advancement. Women were not promoted at a lower rate than men at the GS/GM 13 level and above, but rather faced obstacles to advancement at lower levels. Women received performance appraisals that were as good as or better than men's, and women expressed just as much commitment to their jobs and career advancement, although women were often perceived to be less committed. A significant minority of women believed they were confronted by stereotypes that cast doubts on their competence. Minority women appeared to face a double disadvantage. Recommended actions included a reaffirmation of the government's commitment to equal opportunity and opportunities for women to increase their competitiveness and demonstrate their abilities. (The survey and two data tables are appended.) (YLB)

ED 357 222

CE 063 623

Federal Workforce Quality: Measurement and Improvement. Report of the Advisory Committee on Federal Workforce Quality Assessment.

PUB DATE- Aug 92

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Employer Employee Relationship; Employment Qualifications; *Federal Government; *Government Employees; Job Performance; Job Skills; Job Training; *Labor

*Lifelong Learning; *Literacy Education; Program Effectiveness;
Program Implementation; Publicity; *Staff Development
IDENTIFIERS- National Education Goals 1990; Project Lifelong
Learning; Public Service Advertising

This user's guide for professionals using Project Lifelong Learning staff development modules is designed to accompany the documentary on lifelong learning in the community, one of three half-hour television documentary programs intended for broadcast and for general public discussion activities. It introduces the project, the purpose of which is to inform people about successful ways to work toward reaching National Education Goal 5: adult literacy. Information follows on the use of package elements: public service announcements (PSAs); documentary, overview of staff development, and indepth staff development videos; readings; suggested discussion questions; ideas for implementing the strategies; bibliography; and resources. In the "Readings" section, an overview of the community context describing the goal of community education programs is provided, followed by descriptions of programs in the video and their selection, and readings on the strategies defining what each means and why each is important. The five strategies are as follows: meet learner's needs, develop support for lifelong learning, accommodate learner differences, develop higher order skills, and enable learners to use all language processes in their lives. The 11 discussion questions are followed by ideas for implementing strategies. A bibliography lists 247 readings on literacy and lifelong learning in general and on the strategies. A subset of the readings is annotated. The resources section lists 26 organizations and 9 clearinghouses. Abstracts describe their goals, activities, and services. A newsletter/directory on the history and background of PSAs produced for literacy awareness completes the package. (YLB)

ED 357 240

CE 063 649

Forlizzi, Lori; And Others

Project Lifelong Learning: For the Family. User's Guide.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 92

NOTE- 82p.; For a related final report, see ED 356 329; for related user's guides, see CE 063 648-650.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educational Resources; *Family Involvement; Family Programs; Family Relationship; *Information Dissemination; *Lifelong Learning; *Literacy Education; Program Effectiveness; Program Implementation; *Publicity; *Staff Development

IDENTIFIERS- *Family Literacy; National Education Goals 1990; Project Lifelong Learning; Public Service Advertising

This user's guide for professionals using Project Lifelong Learning staff development modules is designed to accompany the documentary on lifelong learning in the family, one of three half-hour television documentary programs intended for broadcast and for general public discussion activities. It introduces the project, the purpose of which is to inform people about successful ways to work toward reaching National Education Goal 5: adult literacy. Information follows on use of

Wisconsin Focuses on Career Guidance. Parents, Students, Guidance Counselors and School Administrators Talk about Career Counseling and the School-to-Work Transition Initiative.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Apr 93

NOTE- 48p.; A Report on Focus Group Discussions Conducted by Jobs for the Future, Inc. for the State Superintendent, Wisconsin Department of Public Instruction.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Career Awareness; *Career Counseling; Career Education; *Career Guidance; Career Planning; Counseling Services; *Education Work Relationship; *Guidance Programs; High Schools; Models; Parent Attitudes; School Business Relationship; Student Attitudes; Teacher Attitudes

IDENTIFIERS- *Wisconsin

A study recruited students, parents, guidance counselors, and school administrators to participate in eight focus group discussions regarding implementation of new approaches to career guidance and counseling designed to support Wisconsin's School-to-Work Transition Initiative. Participants voiced strong support for fundamentally changing the school system. They expressed strong support for the function of student guidance and counseling but were concerned that an insufficient number of counselors were available. They identified no system organized to help students make essential connections with the world of work and the world after high school. Students, parents, and counselors supported the idea that students ought to develop an individualized career plan. Participants expressed strong support for a community-based career information center that provided for direct business participation. Counselors viewed the proposed changes as appropriate to assist the continued implementation of the Wisconsin Developmental Guidance Model (WDGM). These elements of a guidance and counseling model were recommended: career awareness activities; preparation of a career plan; use of a community-based career center; learning opportunities delivered through practical, hands-on experiences; guidance and counseling services fully integrated with the school curriculum; and career counseling that supports WDGM's holistic vision. (YLB)

Holznagel, Donald C.

Distance Education Resource Directory for Northwest Schools.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 1 Apr 93

NOTE- 48p.; Supersedes ED 348 937.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adult Education; Broadcast Television; Cable Television; *Communications Satellites; Computer Assisted Instruction; Computers; *Computer Uses in Education; *Distance Education; *Educational Television; Elementary Secondary Education; *Instructional Materials; Resource Materials; *Staff

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; Competency Based Education; *Correlation;

Data Analysis; Geometry; Mathematical Applications;

*Mathematics Skills; Measurement; *Minimum Competencies;

Models; Number Concepts; Numeracy; Probability; Secondary

Education; Statewide Planning; *Vocational Education

IDENTIFIERS- *Ohio Competency Analysis Profiles

This competency analysis profile contains eight lists of mathematics skills that have been identified by employers and verified by math-certified instructors as being core competencies for eight groups of occupational areas. Each list is organized into subsections dealing with the following: numbers and number relations, measurement, data analysis and probability, algebra, and geometry. The following are among the broad categories of occupations included in the eight occupational groups: business, marketing, and law enforcement; agriculture and horticulture; agricultural and auto mechanics; building trades; allied health occupations; home economics-related, food service, and hospitality occupations; commercial and graphic arts; and technical occupations and machine trades. Also included in this competency analysis profile are cross-reference charts illustrating the correlation between the identified competencies and the Ohio Model Competency-Based Mathematics Program. A copy of the Ohio Model Competency-Based Mathematics Program concludes the profile. (MN)

ED 357 276

CE 063 745

Assessment Instruments for Career Development. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 90

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reference Materials - Bibliographies (131)

DESCRIPTORS- Career Choice; Career Development; Career Education;

*Career Guidance; Career Planning; Citations (References);

*Instructional Materials; *Measures (Individuals); *School

Guidance; Secondary Education; *Self Evaluation (Individuals);

Workshops

This bibliography focuses on assessment tools and techniques that can be used for career development in a school setting. It covers professional preparation for guiding assessment exercises, tools for screening students for readiness to undertake assessment activities and make career decisions, and assessment instrument instruments themselves. The 23 citations from the ERIC and Educational Testing Service databases include the following types: assessment and screening instruments, instructional materials, journal articles, microcomputer programs, project descriptions, research reports, and teaching guides. Each citation includes title, date, author(s) and/or developers, availability, and an annotation. The document also contains two articles. "Coming Alive from Nine to Five: The Career Search Method" (Betty Neville Michelozzi and Peter J. Michelozzi) outlines a career search program that sets up a basic foundation of self-assessment and includes descriptions of four self-assessment inventories. "Self-Identification of Talents: First Step to Finding Career Directions" (Henry G. Pearson) describes a Career Direction Workshop intended to teach people how to identify their talents and to link those

academic outcomes for these resilient African-American students need to be isolated and analyzed. (ABL)

ED 357 295

CG 024 845

Phillip, Di-Ann G.; And Others

Analysis of the Effect of Familial Composition on Child Household Responsibility.

PUB DATE- Jun 92

NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Society (4th, San Diego, CA, June 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Adolescents; *Black Family; Blacks; *Child Rearing; Children; Child Responsibility; *Family Structure; National Surveys; One Parent Family; Parent Child Relationship; Predictor Variables

IDENTIFIERS- *African Americans; *Housework

The amount and type of household responsibility expected of African-American children continues to be overlooked in the literature. This study examined the relationship between familial structure and the amount and type of assigned child household duties. Data was obtained from a subset utilized in the National Survey of Family Household data, collected between March 1987 and May 1988. Analyses were limited to African-American families (N=235) who had children aged 19 and younger and who reported having children doing household chores. The analysis indicated at least four components of familial structure that appear to be important predictors of child household responsibility. The presence of more children and having older children were indicative of increased household responsibility. Gender effects were significant for one household chore, dishwashing, with daughters in these families spending a disproportionate amount of time on this task; otherwise, evidence of gender typing was found to a much lesser degree than in past investigations excluding African Americans. This may be an indication that African-American families are more egalitarian in their attitudes not only regarding household tasks but also in their socialization of boys and girls. Contrary to previous findings, marital status did not impact child household duties. However, because single-parent households are so prominent they may be starting to resemble and function as dual-parent households. Failure to find a significant relationship between either number of adults or income level and child household duties was also unexpected. (ABL)

ED 357 296

CG 024 846

Lang, Gina M.; And Others

African-American Interpersonal Relationships: Dating Preferences.

PUB DATE- Aug 92

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Students; College Students; *Dating (Social); Higher Education; *Sex Differences

IDENTIFIERS- *African Americans

booklet is targeted to teachers and administrators. It describes detailed recommended course content for each of these subject areas: English; Mathematics (Algebra I and II, Geometry, Advanced Mathematics, Trigonometry, Finite Mathematics, Statistics); Science (Biology, Chemistry, Physics); Social Studies (Government, United States History, World History, Geography, Economics, Sociology); Modern/Classical Languages; Computer Science; and Fine Arts (Visual Arts, Theatre, Music, Dance). Eligibility requirements for Regents' Scholar diplomas are listed. (ABL)

ED 357 315

CG 024 866

Greene, Eleta

Child Sexual Abuse Units: New Direction in Foster Care.

PUB DATE- Sep 92

NOTE- 22p.; Paper presented at the Annual Conference of the National Black Child Development Institute (September 17-19, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Abuse; Children; *Counseling Services; *Family Counseling; Family Problems; *Foster Care; Foster Children; *Interdisciplinary Approach; Program Content

Increasing numbers of reported cases of child sexual abuse (CSA) are leading to greater numbers of such children being placed in foster care. Findings suggest that sexually abused children and their families have a multiplicity of problems that form the basis for removal from the home. In addition, sexually abused children are returned to the home sooner than other children placed in care. Consequently, it is imperative that during placement specialized sexual abuse-specific services be made available to these children and their families in order to strengthen the child and the family system as a means of forestalling revictimization and/or a return to foster care. Specialized sexual abuse units within foster care agencies are being recommended as the vehicle for the delivery of services to CSA children and their families where placement is required. The Sexual Abuse Unit (SAU) of the Harlem Dowling West Side Center is one of these units. As a consequence of an awareness of the individual and familial complexities involved in intra-familial child sexual abuse the structure and delivery of SAU services is multidisciplinary. SAU services include placement, foster parent recruitment selection, medical examination, disclosure validation, clinical interventions of individual, group, and family therapy, case work counseling, case services, training, and reunification. (Author/ABL)

ED 357 316

CG 024 867

Locke, Don C.

Multicultural Counseling. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Counseling Techniques; Counseling Theories; Counselor Attitudes; Counselor Characteristics; Counselor

Applebee, Arthur N.
Beyond the Lesson: Reconstructing Curriculum as a Domain for
Culturally Significant Conversations. Report Series 1.7.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 93

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher)
(052), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Style; *Constructivism (Learning);
*Curriculum Development; *Social Cognition; Theory Practice
Relationship; Writing Instruction

IDENTIFIERS- Conversation; Discourse Communities; Process
Approach (Writing); *Social Constructivism

The awakening of public interest in curriculum has come at a time
when, within the education profession, the conventional wisdom
about teaching and learning has itself undergone a major
transformation. New Constructivist theories of knowing have
emphasized the social nature of the construction of knowledge:
students learn by "putting it into words" or by building
representations of the various symbolic systems (language, the
arts, mathematics, myth) humankind has evolved to articulate
ways of knowing. The recent history of the teaching of writing
is typical of the ways that constructivist theories have
evolved in a variety of educational contexts. The view emerging
in research and practice emphasizes writing as a problem-
solving activity guided by linguistic and cognitive strategies
or "processes." As process-oriented instruction becomes the
conventional wisdom, however, its limitations become more
evident and recent commentators have sought to re-embed writing
in its social contexts. Curriculum should provide a
conversational space or domain within which students can engage
new subject matter. This notion of curriculum has obvious ties
to language (which firmly anchors it in contemporary theories
of knowing and being) and is socially and culturally situated.
An effective curriculum requires a constructivist pedagogy--one
in which the roles of the teacher and learner are transformed
to support the construction of meaning, rather than the
transmission of knowledge. It is ultimately the teacher, in the
day-to-day interaction with students, who enables them to
construct meaning. (Contains 54 references.) (SAM)

ED 357 337

CS 213 778

Logan, Shirley W.

Lessons from Four "Bronze Muses" or How the Rhetoric of
Nineteenth Century African-American Women Can Inform Writing
Instruction in the Twenty-First Century.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communications (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060), Opinions/Personal
Viewpoints/Position Papers/Essays (120), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Awareness; *Black Studies; Higher

writing performance. Subjects included more than 1000 secondary students in their final year of compulsory schooling from each of three countries: Chile, Sweden, and the United States. Data from the International Association for the Evaluation of Educational Achievement 1984 study of writing composition were subjected to t-tests, factor analyses, and regression analyses. Results indicated that: (1) in all three countries, girls and boys engaged in distinct activities in their families; (2) in all countries, girls' performance was superior to that of boys; (3) similar factors describing experiences emerged in all three countries, including "family conversation," "student attitudes," and "student literacy activities"; and (4) the model predicted performance in writing much better in Sweden than in the United States or Chile. Findings suggest support for previous qualitative research findings on differences in discourse forms used by males and females, and extended this concept to writing and to differences in different written discourse forms. Findings also highlight the different opportunity structures for males and females as they impact performance and choice in education. (RS)

ED 357 356

CS 213 809

Day, Lawrence H.

From Mere Formulas to the Bigger Picture: Helping Students in Introductory Physics See Interconnectedness.

PUB DATE- Mar 93

NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; Concept Formation; *Content Area Writing; Higher Education; *Introductory Courses; *Physics; *Science Instruction

IDENTIFIERS- Interconnection; *Writing to Learn

Students should use words (their own words) to learn physics, and that is why it is important for students learning introductory physics to write as they learn. To teach physics badly, teach it as a bunch of equations with no underlying meaning, or make it scary and nearly incomprehensible. Physics is really about subtle ideas and concepts--it is difficult because the ideas are new to most students. Writing helps students in introductory physics courses to deepen conceptual understanding; allows them to think in multiple ways; and entices them to enlarge upon an idea and connect it to other realms. Teachers should show students the relationship in symbols after the concept is firmly lodged in the mind; otherwise, students become focused on memorizing relatively sophisticated but intellectually limited procedural skills. (A figure describing the concepts of motion, force, and energy and consisting of nothing but mathematical equations illustrates introductory physics when it is taught badly; and a figure expressing the same concepts entirely in words illustrates introductory physics when it is taught well. (RS)

ED 357 357

CS 213 810

Fulcher, Jim

The Double-speaking "Times" of the Klan in the Twenties.

PUB DATE- Nov 92

NOTE- 13p.; Paper presented at the Annual Meeting of the National

legends based on historical figures they had just studied in a unit on colonization in the new world. Pupils began writing the legend in class and completed it for homework. All learners completed their legends in a reasonable duration of time. Each was eager to share a legend with others by reading the entire legend to classmates, telling salient points about legends, or posting the legends on a bulletin board. The student teacher stated that her pupils tended to like creative writing activities. (RS)

ED 357 375

CS 213 830

McCurry, Niki

The Computerized Inventory of Developmental Writing Traits.

PUB DATE- 28 Feb 92

NOTE- 6p.; Several lines of very small print may not reproduce legibly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Testing; Elementary Secondary Education; Higher Education; Program Descriptions; Student Evaluation; *Test Construction; *Test Reliability; *Test Validity; *Writing Achievement; *Writing Evaluation

IDENTIFIERS- Alaska Writing Program; Process Approach (Writing)
The Computerized Inventory of Developmental Writing Traits (CIDWT) is meant to provide a valid reliable measure of program improvement, particularly for teachers implementing a process writing approach in their classrooms. While standardized tests, portfolio, and holistic scoring all have something to offer, the CIDWT is an inexpensive direct performance assessment instrument which yields normed aggregatable data. The CIDWT, developed by a research team from the Alaska Writing Program, combines traditional numeric count research and computer based research; it is a MS-DOS computer program that counts and analyzes targeted numeric indicators in text files. Reliability and validity studies indicated that: the same four factors emerged in all studies (fluency, sentence development, word choice, and paragraph development); the CIDWT correlates well with teacher ratings; all factors and correlations were as strong or stronger for elementary students as for college students; and the CIDWT measures the development of writing traits. The next step in the research process is to collect a large national sample of student writing and combine that with the CIDWT results into a national database. (Contains 17 references.) (RS)

ED 357 376

CS 213 831

Olivares, Rafael A.

Using the Newspaper To Teach ESL Learners.

PUB DATE- 93

NOTE- 106p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; Cooperative Learning; English (Second Language); Instructional Effectiveness; Language Skills; *Mathematics Instruction; *Newspapers; *Science Instruction; Secondary Education; *Social Studies; Teaching Methods; Theory Practice Relationship

IDENTIFIERS- Newspaper in Education Program

Communication Association (78th, Chicago, IL, October 29-
November 1, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Educational Environment; Elementary
Education; Labor Problems; Organizational Climate;

*Organizational Communication; *Teacher Administrator

Relationship; *Teacher Attitudes; Teachers; *Teacher Strikes

IDENTIFIERS- Communication Behavior; *Professional Concerns;
*Structuration Theory

A study used structuration theory to examine the climate of a school prior to a teachers' strike and explored the theory's value and explanatory power. The school is an older, established elementary school in a small town which borders on a major metropolitan area in the midwest. Data (collected over several weeks during school district negotiations with teachers) included formal interviews, participant observation, and content analysis of written materials. In total, 39 individuals were interviewed. Results indicated a concept pool composed of several unitary terms--education, caring, committed--and several binary oppositions--professional/union, dedicated/won't be abused. The concepts were then translated into a kernel climate with an inversion at the collective belief level. In this particular situation, the model kernel climate was stronger than the inversion, but continued coopting by the district of climate apparatuses which support the inversion climate could lead to the inversion becoming a model kernel climate. (A figure listing elements of the concept pool, the model kernel climate and inversion climate, and affective reactions is included. (Contains 15 references.) (RS)

ED 357 395

CS 508 170

Heil, Lillian H.

Poetic Mini-Drama: A Way for Children To Discover Dramatic Form.

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the Annual Spring Conference of
the National Council of Teachers of English (Richmond, VA,
March 18-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Reports -
Research/Technical (143), Speeches, Conference Papers, "Papers
Presented at..." (150)

DESCRIPTORS- Choral Speaking; Classroom Research; Correlation;

*Dramatics; Elementary School Students; Grade 2; *Poetry;

Primary Education; Qualitative Research; Videotape Recordings

IDENTIFIERS- *Drama in Education; Utah

A study explored the use of poetry as a dramatic form with a group of 38 second-graders who chose and developed roles for performances which were videotaped and then critiqued by the class as a whole. The population for the study was two second-grade classes in a small rural school in Utah. Both qualitative and quantitative analysis led to the following conclusions: (1) 38 children is too small a group to be an adequate sample; (2) the influence of gender on poetry choices seems minimal, but the sample population is too small to substantiate this conclusion; (3) children can learn enough about dramatic form to verbally evaluate performances (4) about half of the second-graders did not understand how to evaluate; (5) children are enthused and motivated by dramatizations partly because they

thinking skills in order to be competitive. Second, radical reforms are needed. Bureaucracy must be reduced, site-based management implemented, and a commitment made to giving every student the best possible education. It is clear that if site-based management is to be incorporated with consensus decision making, teachers must develop decision-making and leadership skills. Trusting relationships must also be built among all members of the educational community. Unless some of the strategies of site-based management and consensus decision-making are adopted, the downward spiral of the nation's schools will continue. Seven appendices include graphics of the network structures for the central office, elementary schools, the high school, library, custodian and maintenance services, as well as a chart showing decision making responsibilities, and a timeline for development of site-based management. (Contains 14 references and 30 suggested readings.) (JPT)

ED 357 415

EA 024 714

Twomey, Rosemarie Feuerbach

Legal Considerations Regarding Merit Pay Systems.

PUB DATE- 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Civil Rights; Compliance (Legal); Elementary Secondary Education; *Evaluation Criteria; Evaluation Problems; Faculty Promotion; *Legal Problems; *Merit Pay; *Merit Rating; *Personnel Evaluation; School Law

This paper examines how a merit-pay award may lead to employer liability under the following types of laws: constitutional (federal and state); federal and state statutory law; and the common or case law handed down by the federal and state court judges. First, several court decisions are presented to indicate the status of the law as it is likely to apply to merit-pay situations. They involve applications of the federal Equal Pay Act, the federal Civil Rights Act of 1964, the federal Age Discrimination in Employment Act, and the common law. Second, new trends in the law are discussed, including comments on the Civil Rights Act of 1991 and the treatment of subjective criteria in evaluations of employees. Finally, suggestions are made with regard to designing a legally sound merit-pay system, which should entail specific, communicated, and job-related criteria for merit pay; an equitable, monitored, and timely process; and definition of subjective criteria. (LMI)

ED 357 416

EA 024 715

Twomey, Daniel F.

Value-Added Merit Pay.

PUB DATE- 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Evaluation Methods; *Incentives; *Merit Pay; *Merit Rating; *Personnel Evaluation; *Recognition (Achievement);

relationships between school boards and superintendents, many school boards have become bogged down in micromanagement. Attempts to solve these problems have included school-based management, contracted school management, and charter schools. Two major reports, one by the Institute for Educational Leadership and the other by the Twentieth Century Fund, suggest changing school boards into educational boards, forming Children and Youth Coordinating Boards, encouraging better relationships with local government, and improving the public image of and involvement in school boards. However, some school boards see these reform efforts as attempts to erode their power and place on them undeserved blame. (JPT)

ED 357 435

EA 024 841

Jensen, Jacquie; And Others

Middle Level Leadership Handbook. National Leadership Camp Curriculum--Adviser's Guide.

PUB DATE- 92

NOTE- 82p.; For accompanying student guide, see ED 342 072.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Communication Skills; Extracurricular Activities; *Goal Orientation; Leadership Training; Secondary Education; Student Development; *Student Government; *Student Leadership; *Teacher Student Relationship; *Team Training

IDENTIFIERS- *National Leadership Camp Curriculum

This guide, designed to accompany the "Middle Level Leadership Handbook" student guide, is helpful in assisting student advisers in building student leaders and overseeing student organizations. The guide begins with a section on leadership that covers how to process a learning experience, organize beliefs, and form ideas on leadership. The next section, on meeting skills, includes key concepts, techniques, and troubleshooting. A goal setting section includes a step-by-step process for setting individual and group goals. An organization section covers starting a student council, committee formation, and student elections. A section on self-esteem includes an exercise on self-awareness. The next section gives pointers on public relations (PR) as well as how to organize a PR campaign and where to direct it. A section on communication offers 10 guidelines to good communication, suggests strategies for speaking and listening and one-way and two-way communication. Problem solving and decision making are addressed in the next section, which is followed by a team-building section that provides tips on how to motivate people to work in groups, discusses normal group processes and group problems, and gives various "how-to's" on understanding and participating in groups. The final two sections cover activities and evaluation. (JPT)

ED 357 436

EA 024 842

Anderson, Judith

Who Runs the Schools? The Principal's View. Research Report.

PUB DATE- May 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- May 93

NOTE- 31p.; Earlier version of a report presented at the Annual
Meeting of the American Sociological Association (Cincinnati,
OH, August 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Black Students; College Bound Students; *College
Preparation; *Curriculum Evaluation; *Curriculum Problems; High
Schools; High School Students; Hispanic Americans; Minority
Groups; Noncollege Bound Students; *Racial Discrimination;
*Student Placement; *Track System (Education); White Students
IDENTIFIERS- *High School and Beyond (NCES); Hispanic American
Students

Several studies in the 1980s found that Black students were more likely to be enrolled in college-preparatory programs than Whites of equal achievement and family background. These findings contradict suspicions that tracking systems create more Black-White inequality than would occur without them. However, a weakness of one study supporting this view was its reliance on self-reporting by students concerning track location. A follow-up study used student's course records and High School and Beyond data. Results showed that neither Blacks nor Hispanics were more likely to be assigned to the college track than they were when tracking was indicated by self-reports. Compared to Whites, Blacks were more likely to erroneously regard their programs as college-preparatory than were Whites, and less likely to erroneously describe their programs as noncollege-bound. When the course-based indicator and self-reports are both included as predictors of mathematics achievement, only the former indicator implies that tracking has no impact on net racial differences in achievement. However, because race is correlated with socioeconomic status and prior achievement, tracking tends to magnify gross racial differences in achievement. Eight tables are attached. (Contains 32 references.) (JPT)

ED 357 456

EA 024 876

OBE in Utah: A Study of Outcome based Education in Utah.

Executive Summary and Report and District Data.

PUB DATE- 91

NOTE- 172p.; Graphs have small, filled print which may be marginally legible.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments
(160), Reports - Research/Technical (143)

DESCRIPTORS- *Educational Objectives; Elementary Secondary
Education; Public Schools; School Effectiveness; *Student
Development; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Outcome Based Education; *Utah

Outcome Based Education (OBE) is a holistic process for districtwide educational improvement. The Outcomes Driven Development Model (ODDM) is a means of implementing OBE that is used in 16 states and more than half of Utah school districts. A study of the impact of OBE in Utah reviewed grant applications and awards as well as state and district reports. More than 300 interviews were held with board members, administrators, teachers, support staff, and students. Questionnaires were also distributed to administrators at the district and school levels and to staff. Questionnaire returns

school districts nationwide to experiment with year-round school schedules. Year-round school schedules allow districts to serve more students without constructing more buildings. As in traditional 9-month schools, students in year-round schools attend classes about 180 days a year. The students are divided into groups and school-year starting dates are staggered so there is always a portion of students on vacation. In the 45-15 plan, four groups of students attend school for 45 days, and then have 15 days off. The Concept 6 plan divides the calendar year into six 2-month blocks. Three tracks of students have classes for 4 consecutive months and then a vacation for 2 months. Another year-round schedule divides the school year into five 45-day terms, or quinquesters. It is clear a year-round-school schedule can save an expanding district money over constructing a new school, but transition costs can be high. Academic achievement apparently is not harmed in year-round schools and curriculum can be more varied. To be successful, year-round schools must have the support of the community, since they can disrupt family life and vacation schedules. (JPT)

ED 357 477

EA 024 902

Restructuring the Common School in Ohio: The Path to Educational Progress. Policy and Budget Recommendations of the State Board of Education to the Governor and 119th General Assembly.

PUB DATE- 10 Dec 90

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Change; *Educational Equity (Finance); Elementary Secondary Education; *Public Schools; *School Restructuring; *State Aid; State Boards of Education; State Government; *State Legislation; Statewide Planning

IDENTIFIERS- *Ohio

When the Ohio State Board of Education began developing legislative recommendations for the 1992-93 biennium, the state's economic outlook was more positive. However, conditions changed dramatically and the state faced a budget deficit. While recognizing these economic limitations, the board proposed that the education system must move toward greater equity and excellence. Schools and administrative practices must be restructured in a way that involves all members of the educational community. Restructuring should be guided by several principles: The education budget should be the base of restructuring; collective bargaining should be used to improve education; necessary funding levels can be identified; and the state board should guide reform. The state board's legislative recommendations include children entering school prepared to learn; successful use of math, science and social studies at the third-grade level; student testing at five grade levels; high school graduates for the future; student access to alternative programs; financial incentives and sanctions in school-district restructuring; an increase in minority teaching staff; community responsibility for education; increased parent involvement; equal access to educational opportunities; school-district local revenue options; creative pilot projects, increased school-district efficiency; increased state board authority; and lifelong learning. (JPT)

ED 357 478

EA 024 903

Challenge for Excellence. Connecticut's Comprehensive Plan for

Support; State Norms

This report provides the most detailed state-level financial information in a decade as it presents revenues and expenditures for public elementary and secondary schools for the 1989-90 school year from the U.S. Department of Education's National Center for Education Statistics (NCES). The statistics are based on data provided by state education agencies from their administrative records through the expanded "National Public Education Financial Survey." The survey is one component of the Common Core of Data (CCD) surveys conducted annually by NCES, which provide basic descriptive information about the numbers of students and staff and the financing of public elementary and secondary schools. Contents of this report include information on public elementary-secondary education expenditures, total and current expenditures, core educational expenditures, and instruction-related and noninstruction-related expenditures. For the first time in over a decade, NCES reports on local school district facilities acquisition and construction. Seven figures, 45 tables, and definitions are included. (LMI)

ED 357 497

EA 024 933

Foster, Elizabeth S.; Tindall, Judith A.
The Principal's Role in Establishing a Peer Helping Program.

PUB DATE- 8 Feb 93

NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (77th, Las Vegas, NV, February 5-9, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Group Dynamics; *Peer Counseling; *Peer Evaluation; Peer Groups; Peer Teaching; *Principals; Program Administration; Program Guides; *Program Implementation

There are several steps to developing a successful peer-helping program for an organization. The first step is needs assessment of the organization using tests, interviews, and reflection. Self-teaching or outside training can be used to become familiar with peer helping. Next, a philosophy should be created to support and guide the program's development. Structural issues of a peer-helping program include determining responsibility for coordination, training, and supervision; identifying rationale, purpose, goals, objectives, and outcomes; deciding how the program will be funded; and making provisions for maintenance and supervision. Also, it is important to gain support for the program from those associated with it such as staff, faculty, administration, board of directors, funding agencies, etc. A program budget and proposal outlining needs and goals should be developed. Students selected for the program should enjoy interacting with others, be creative, and be good at social-skill development. Training should include orientation to roles, developing helping relationships, communication skills, behavior management, leadership skills, and content skills. Peer helpers should have ongoing supervision, training, and evaluation. An administrators' guide is included. (JPT)

ED 357 498

EA 024 934

Pickett, Anna Lou

The Employment and Training of Paraprofessional Personnel: A Technical Assistance Manual for Administrators and Staff Developers.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- Jun 88

NOTE- 59p.; Developed by the National Resource Center for Paraprofessionals in Special Education and Related Services. For a related document, see EC 302 057.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Role; Career Development; Curriculum; *Disabilities; Elementary Secondary Education; Employment Patterns; Models; *Paraprofessional School Personnel; *Personnel Management; *Staff Development; *Supervision; Teacher Responsibility; Teacher Role; Teaching Skills; Technical Assistance

This technical assistance manual provides information for assessing the impact of increased employment of paraprofessionals on all special educational and personnel practices, facilitating the integration of paraprofessionals into various classroom settings and staffing patterns, and improving the performance and productivity of paraprofessionals through comprehensive standardized systems of career development. Parts I and II provide background information on the changing responsibilities of teachers, other support personnel, and paraprofessionals; reasons for the increased utilization of paraprofessionals in roles that are becoming more sophisticated and challenging; and suggestions for structuring personnel practices and training programs to improve the performance and management of paraprofessionals. Extensive appendices include: (1) competencies for instructional paraprofessionals; (2) an outline of a model core curriculum designed specifically for paraprofessionals employed by public schools; (3) a format for developing functional job descriptions along with an example of a model career ladder for paraprofessionals; (4) samples of performance review instruments; (5) a description of the roles and responsibilities of policy makers and administrators at the state, district, and building level; and (6) a discussion of management skills required by teachers to supervise and work more effectively with paraprofessionals. (Contains 10 references.) (JDD)

ED 357 517

EC 302 059

Fenichel, Emily, Ed.

Parents, Mental Illness, and the Primary Health Care of Infants and Young Children.

PUB DATE- May 93

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- At Risk Persons; *Child Rearing; Community Programs; Delivery Systems; Depression (Psychology); Handicap

a list of materials needed. A large number and variety of handouts are included with the curriculum. (DB)

ED 357 535

EC 302 077

Salisbury, Christine; Evans, Ian M.
Using a Collaborative Problem Solving Strategy To Facilitate the Mainstreaming of Students with Severe Handicaps (The Collaborative Education Project). Final Report.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 289p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Programs; Instructional Design; *Mainstreaming; Outcomes of Education; *Participative Decision Making; Peer Relationship; Primary Education; *Problem Solving; Program Effectiveness; *Severe Disabilities; *Social Integration; Student Participation; Teamwork

The Collaborative Education Project's goal was to assess the effectiveness of collaborative problem solving (CPS) by peer advocates for enhancing the integration of students with severe disabilities into regular early education contexts. The CPS strategy gives some responsibility to nondisabled students for the planning and design of activities and procedures that will ensure greater participation by the students with severe disabilities. At the conclusion of Year 3, a total of 41 instructional staff, 12 students with severe disabilities, 320 students without disabilities, and 8 parents had been taught the CPS process, or had received the benefit of this training. Data collected from the first 3 years of the project indicate that: (1) parent attitudes toward mainstreaming are unaffected by the presence of students with severe disabilities; (2) CPS is a useful and valued process for promoting equity and the inclusion of students with diverse needs in general education classrooms; (3) achievement test performance among classmates of students with severe disabilities was equivalent or better than a comparison group; and (4) level of engaged time among typical students was unaffected by the presence of students with severe disabilities. Attached to the report are an instructor's manual for the CPS approach; a CPS manual written by elementary students for other students; and papers with the following titles and authors: "The Effects of Full Inclusion on Regular Education Teachers" (Beverly Rainforth); "Parents as Team Members: Inclusive Teams, Collaborative Outcomes" (Christine Salisbury); "Mainstreaming during the Early Childhood Years" (Christine L. Salisbury); "Peer Interactions and Social Acceptance of Elementary-Age Children with Severe Disabilities in an Inclusive School" (Ian M. Evans and others); "Use of Instructional Time in Classrooms Serving Students with and without Severe Disabilities" (Tia M. Hollowood and others); and "On the Nature and Change of an Inclusive Elementary School" (Christine L. Salisbury and others). (Contains 40 references.) (JDD)

ED 357 536

EC 302 078

Huntington, Gail S.; And Others
Results of Descriptive Study of Crisis Nursery and Respite Care Programs.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.;

mixed-method research in early intervention. This conclusion argues that mixed-method research is needed for both philosophical and pragmatic reasons, but that it is important not to let mixed-method designs excuse researchers from following the principles or rules of each method. Mixing methods generates the possibility of creating a higher standard of research which would take into account the complexity of the organism, the environment, and the intervention, as well as different perspectives on the purpose of research. (Contains approximately 65 references.) (JbD)

ED 357 555

EC 302 098

Darrow, Melissa; And Others
Preparing Special Educators in Eastern North Carolina To Use Assistive Technology: A Multimedia Approach to Addressing Training Needs Unique to Rural Areas.

PUB DATE- Mar 93

NOTE- 6p.; Paper presented at "Technology and Persons with Disabilities" (Los Angeles, CA, March 17-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Assistive Devices (for Disabled); Computer Assisted Instruction; *Computer Software; *Disabilities; Educational Media; Educational Technology; Elementary Secondary Education; Independent Study; Input Output Devices; *Inservice Teacher Education; Interdisciplinary Approach; *Material Development; Multimedia Instruction; Rural Education

IDENTIFIERS- North Carolina (East)

This paper describes a project addressing the assistive technology training needs of teachers of children with disabilities in rural eastern North Carolina, through development of a multimedia software tutorial service. The project utilized both a special education/assistive technology professional and an instructional technology professional to collaboratively develop a prototype tutorial. This paper describes the design and testing of the tutorial, which provides an introduction to the Unicorn Expanded Keyboard. The tutorial's development is summarized through four stages: (1) preparation and planning; (2) design; (3) programming the lesson; and (4) evaluation. Key features of the tutorial include its focus on two major competency domains previously identified for North Carolina teachers: using everyday software and hardware; and integrating technology into the curriculum, fitting it to the user's characteristics, and identifying and evaluating software programs. (Contains 10 references.) (DB)

ED 357 556

EC 302 099

Armstrong, Raymond; And Others
Gifted and Talented Education: Grades K-12.

PUB DATE- Apr 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Delivery Systems; Educational Methods; Elementary Secondary Education; *Gifted; *Program Evaluation; *Program Implementation; *Special Education; Special Programs; *Talent

IDENTIFIERS- *Des Moines Public Schools IA

This evaluation report describes the instructional support

for home-based providers. The discussion resulting from the Edmonton visits examines: brokering of two provincial agencies through a private nonprofit agency to support integration in day homes, day care centers, and nurseries; integrated early childhood services at a day care center; supervision of special needs workers; and a pilot integration project for out-of-school care for school-age children with disabilities. Five key lessons learned from the study include: (1) the key role of hospitals and medical practitioners; (2) the value of integrated services; (3) the importance of a well-trained staff; (4) the need for extra staffing for full integration; and (5) the need to shift resources (not allocate new resources) from segregated settings to integrated settings. (DB)

ED 357 576

EC 302 122

Fink, Dale Borman

"My Life Was Turned Upside Down...": Child Care and Employment among Mothers of Young Children with Disabilities. Working Paper Series, No. 232.

SPONS. AGENCY- New York State Developmental Disabilities Planning Council.

PUB DATE- 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Day Care; *Delivery Systems; *Developmental Disabilities; *Disabilities; *Employed Parents; Employment; Labor Force; Mother Attitudes; Needs Assessment; *Parent Attitudes; Parent Child Relationship; *Preschool Children; Preschool Education; Public Policy; Respite Care; State Surveys; Young Children

IDENTIFIERS- Family Needs; *New York

Two surveys, one qualitative and one quantitative, were conducted of the opinions and experiences of New York State parents of children with learning delays and disabilities regarding parental labor force participation, child care options, and preferences in state policies. A total of 141 parents responded to the quantitative survey and 210 to the qualitative survey. Twenty-six key findings are reported. Strikingly convergent results were found from the two surveys, including a lower participation rate by mothers of children with disabilities in the labor force than by mothers in general, and a common desire for special services to be provided at regular child care and early childhood settings. Most parents, particularly mothers, had made major sacrifices, adjustments, and compromises for their children but differed in the degree to which they believed public policy should consider their needs as well as those of their children. (DB)

ED 357 577

EC 302 123

Durbin, Karen

Attention Deficit Hyperactivity Disorder.

PUB DATE- Feb 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; Clinical Diagnosis; Drug Therapy; Elementary Secondary Education; Handicap Identification; *Hyperactivity;

DESCRIPTORS- College Students; Comparative Analysis; Higher Education; *Language Proficiency; *Language Tests; Program Evaluation; *Russian; *Study Abroad; *Summer Programs; Travel
IDENTIFIERS- Indiana University; Middlebury College VT; *USSR
Findings of the testing project carried out in the course of the 1959 Summer Russian Language Learning Program at Harvard University (Massachusetts) are presented. A number of students were selected for training at the Russian School at Middlebury College (Vermont) and the Summer Workshop in Russian at Indiana University. After a 6-week summer session the students participated in a 40-day tour of the Soviet Union. Instruments used in the evaluation process were the Auditory True-False Test, Pictorial Auditory Comprehension Test, Russian Written Proficiency Test, oral testing, and the Modern Language Aptitude Test. It was concluded that intensive language training could be very profitably conducted in the United States until the point is reached when students are fully able to profit from Russian travel; well-trained students could profit significantly from the travel experience, particularly in spoken language competence. Appendices, which comprise more than two-thirds of this report, contain the following: texts of the auditory true-false test in Russian and English; directions for taping, test booklet for the Pictorial Auditory Comprehension Test, sample answer sheet, and texts of Forms C, D, and E in Russian and English; and the Russian Written Proficiency Test, list of "correct" responses, and notes on scoring. (LB)

ED 357 598

FL 020 457

Leung, Constant

National Curriculum: ESL in Primary Education in England. A Classroom Study.

PUB DATE- Sep 92

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Communication; *Elementary Education; Elementary School Students; *English (Second Language); Foreign Countries; Mainstreaming; Second Language Instruction; Second Language Learning; *Teacher Student Relationship
IDENTIFIERS- British National Curriculum; *England

This study examined the type and amount of interaction taking place between mainstream class teachers and English-as-Second-Language (ESL) pupils in primary schools. Teachers at two primary school classes, each at a different school, identified two early-stage ESL pupils in their classes as subjects for the study. Teachers made weekly 30-minute recordings of normal class activities when pupils were expected to be actively engaged in learning tasks. Findings suggest that, while there was a good amount of teacher-pupil interaction, it tended to be teacher-directed. There also did not seem to be many opportunities for teachers and pupils to engage in negotiation of meaning and comprehension checking, which are believed to be important for second language acquisition. The data raise serious questions as to whether the ESL pupils were enjoying the same access to the curriculum as their monolingual English-speaking peers. (JP)

ED 357 599

FL 020 544

Petropoulou, Zoi

Cross-Cultural Awareness in Teaching Business French Courses in

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Building Operation; Curriculum Design; Electrical Systems; Elementary Secondary Education; Employment Potential; Entrepreneurship; *Equipment Maintenance; Facility Guidelines; Hand Tools; Job Skills; Occupational Information; Outcomes of Education; Performance Tests; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Services; Vocational Education

IDENTIFIERS- Florida

This program guide identifies primary concerns in the organization, operation, and evaluation of a building maintenance program. It is designed for local school district and community college administrators, instructors, program advisory committees, and regional coordinating councils. The guide begins with the Dictionary of Occupational Titles occupational description. A section on program content presents the curriculum framework that contains major concepts/content, laboratory activities, special note, and intended outcomes and the student performance standards that are divided into the outcomes shown in the curriculum framework. The section on program implementation addresses the following: teacher characteristics, conventional instructional methods, student admissions criteria, student placement, cooperative education, and student organization participation. An instructional resources section lists suggested resources organized by outcome. The section on setting up classroom and laboratory facilities covers facility design recommendations and safety, maintenance, and liability. The next section lists equipment items by outcome. The last section discusses teacher technical updating and teacher standards. A list of professional organizations and support services follows. A Career Merit Achievement Plan (Career MAP) is attached. It displays the competencies required for entry into the field of building maintenance and documents the student's level of achievement. (NLA)

ED 357 148

CE 061 903

Commercial Foods. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 77p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Bakery Industry; Cooking Instruction; Cooks; Curriculum Design; Dining Facilities; Employment Potential; Entrepreneurship; Equipment Maintenance; *Food Processing Occupations; *Food Service; *Foods Instruction; Housekeepers; Job Skills; Occupational Information; Outcomes of Education; Performance Tests; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Secondary Education; Services; *Vocational Education

IDENTIFIERS- Florida

This guide identifies considerations in the organization,

activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit are as follows: pollution and the earth's resources, community service workers, community resources, a school musical, getting the main idea (dentist and computer operators), goods and services vocabulary, a class store, and appreciation. (KC)

ED 357 165

CE 063 303

Best Practices in Career Development. Activities for Third Grade.
A Supplement to the Blueprint for Career Preparation.

PUB DATE- 93

NOTE- 36p.; For related documents, see ED 332 006 and CE 063 300-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Awareness; Career Choice; Career Development; *Classroom Techniques; *Grade 3; Language Arts; Learning Activities; Lesson Plans; Mathematics; Occupational Clusters; Occupational Information; Primary Education; Social Studies; Teaching Methods

This document contains 19 lesson plans that can be used for career awareness activities in third grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit include the following: money-related careers in mathematics, a school musical, "no bugs, please," a newspaper activity, research, celebrity readers, clothing, occupational alphabet, matching tasks to people, career choices, career clusters, mathematics story problems, fact or fiction, a self-survey, astronauts, cosmetologists, pantomimes, the solar system, and at home on the job. (KC)

ED 357 166

CE 063 304

Best Practices in Career Development. Activities for Fourth Grade. A Supplement to the Blueprint for Career Preparation.

PUB DATE- 93

NOTE- 32p.; For related documents, see ED 332 006 and CE 063 300-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Awareness; Career Choice; Career Development; Career Exploration; *Classroom Techniques; *Grade 4; Intermediate Grades; Language Arts; Learning Activities; Lesson Plans; Mathematics; Occupational Information; Social Studies; Teaching Methods

This document contains 13 lesson plans that can be used for career awareness activities in fourth grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit include

(141)

DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Cost Effectiveness; Educational Finance; Federal Government; Federal Legislation; Government Role; *Literacy Education; Program Effectiveness; Program Evaluation; State Government; State Legislation; *State Programs; *Statewide Planning; Undocumented Immigrants; Welfare Recipients

IDENTIFIERS- *Illinois

This annual report concerning adult education and literacy in Illinois during Fiscal Year 1991 first defines the purpose of adult education, which is to provide adults having less than a high school education with continuing opportunities to function more effectively in society. A section on administration considers state, federal, public assistance, and local roles. The Immigration Reform and Control Act is considered in terms of the State Legalization Impact Assistance Grant (SLIAG) designed to help the states with the costly process of legalizing millions of undocumented individuals through enabling new immigrants to meet the basic literacy requirements needed for permanent status. Illinois' comprehensive SLIAG adult education program is highlighted in this section. Other sections discuss available curricula, purpose of Area Planning Councils, and interagency cooperation. Narrative, figures, and tables provide a profile of participants. Focuses of other sections include the following: General Educational Development Testing Program and outcomes; funding from federal adult education funds, public assistance funds, and state funds; auxiliary services, including staff development, child care, special projects, transportation, literacy project initiatives, and information, referral, and retention. The program approval process is described, and results showing the impact of Illinois' adult education program are set forth. A chart on cost effectiveness of adult education show the number of persons affected, income earned, and savings to state for categories of adult education learners. Issues are summarized, and these recommendations made: identification of indicators of program quality, expansion of services to educationally disadvantaged, expansion of family literacy projects, expansion of cooperation and coordination in areas of student assessment and employability planning, and improved data collection. (YLB)

ED 357 185

CE 063 564

Vocational Education and the Transition from School to Work.

PUB DATE- Mar 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Practices; *Educational Research; *Education Work Relationship; Foreign Countries; Postsecondary Education; *Research Projects; Research Reports; Secondary Education; *Vocational Education

IDENTIFIERS- *Netherlands

This document presents an overview of 32 research projects addressing issues related to vocational education and the transition from school to work, completed in the Netherlands during 1989-1990. For each research project, the following information is provided: research title, project number, the number of a previous or follow-up project where appropriate, name of the project leader, name of the research institute, details on the final report, and a summary of the aims and findings of the project. Some of the topics covered in the research are as follows: counseling in short senior secondary

contains 9 indicators of program quality, 26 performance measures, and 33 performance standards. Six appendixes, which make up half the document, include the following: a description of the initial development of performance measures; a memorandum of approval of performance indicators by ABE coordinators; first draft of performance standards; ratification of performance standards by ABE coordinators and adult education deans and directors; a chronological listing of continuing education, ABE, and General Educational Development accountability studies; and a policy paper in support of regional delivery systems. (KC)

ED 357 204

CE 063 603

VoCATS User Guide. Draft.

PUB DATE- Feb 93

NOTE- 114p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; Competence; *Competency Based Education; *Computer Managed Instruction; Computers; Computer Software; Information Management; *Item Banks; *Management Information Systems; Postsecondary Education; Scoring; Secondary Education; Student Records; *Test Construction; Testing; Test Items; Vocational Education

IDENTIFIERS- North Carolina; *Vocational Competency Achievement Tracking Sys NC

This guide focuses on use of the North Carolina Vocational Competency Achievement Tracking System (VoCATS)-designated software in the instructional management process. (VoCATS is a competency-based, computer-based instructional management system that allows the collection of data on student performance achievement prior to, during, and following instruction. Data are in the form of competency mastery status, pre- and posttest scores, and gain scores.) Four main sections help the user do the following: (1) make and manage tests using TestBuilder; (2) make changes in the bank; (3) scan and score tests and process reports; and (4) manage information with TestMate and TestTracker. Appendixes provide the following information: hardware and software needed and how to install VoCATS-designated software; configuring the system; installing item banks and graphic images; naming conventions; suggested subtest names; using student and teacher directions; and available reports. (VLB)

ED 357 205

CE 063 604

High School Apprenticeship Handbook. A Handbook for Establishing and Administering Apprenticeship in Secondary Vocational Education Programs.

PUB DATE- Aug 91

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Apprenticeships; Educational Legislation; Federal Legislation; High Schools; Job Training; *Labor Education;

Force Development; Models; *Personnel Evaluation; *Quality Control

The Advisory Committee on Federal Workforce Quality Assessment was chartered to examine various work force quality assessment efforts in the federal government and provide advice on their adequacy and suggestions on their improvement or expansion. Objective data in recent research suggested that a universal decline in work force quality might not be the problem it was purported to be. Work force studies also suggested that the quality of the federal work force had not declined. However, other research noted work force shortcomings related to a need for additional training and better methods of selecting employees into specific occupations. The committee recommended continued development of an objective quality assessment system, widely applicable throughout the government, yet adaptable to each department's and agency's individual needs. Fourteen recommendations addressed the following elements of such a system: the definition of work force quality, the development of tools to assess quality, the determination of what is required to maintain a high quality work force, and possible follow-through actions. (Appendixes include a description of the Workforce Quality Assessment and Improvement Model recommended for adoption by the committee and biographies of committee members.) (VLB)

ED 357 223

CE 063 625

How Workers Get Their Training: A 1991 Update. Bulletin 2407.

PUB DATE- Aug 92

NOTE- 77p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Corporate Education; *Employer Employee Relationship; *Employment Practices; *Job Training; *Occupational Information; Postsecondary Education; *Skill Development

Analysis of data obtained from supplemental questions to the January 1991 Current Population Survey and comparison with answers to similar questions from a 1983 survey resulted in a picture of how workers received training to obtain and to retain their jobs. Some of the findings were as follows: (1) 57 percent of all workers employed in January 1991 reported they needed specific training to qualify for their current jobs; (2) 41 percent had taken training to improve current job skills; (3) training patterns remained constant from 1983 to 1991; (4) employers increasingly sponsored qualifying training and greatly enhanced formal company programs for skill improvement; (5) similar proportions of men and women required training to qualify for their jobs, and took skill improvement trainings; (6) one-third of all workers received their qualifying training at schools, 27 percent got it on the job, 12 percent received training through formal company programs, and fewer than 10 percent received training from other sources; (7) the proportions of workers who reported a need for qualifying training ranged from 92 percent of professional specialty workers to 10 percent of those in private household occupations; (8) workers in precision production, craft, and repair occupations were more likely than those in other occupational groups to have received qualifying training in formal company programs; and (9) employers sponsored about 15 percent of qualifying training and 42 percent of improvement training in schools. (The report contains 71 tables.) (KC)

the package elements: public service announcements (PSAs); documentary, overview of staff development, and indepth staff development videos; readings; suggested discussion questions; ideas for implementing the strategies; bibliography; and resources. In the "Readings" section, an overview of the family literacy context describing the goal of family literacy programs is provided, followed by descriptions of programs in the video and their selection; and readings on the strategies defining what each means and why each is important. The five strategies are as follows: meet learner's needs, develop support for lifelong learning, accommodate learner differences, develop higher order skills, and enable learners to use all language processes in their lives. The 11 discussion questions are followed by ideas for implementing strategies. A bibliography lists 211 readings on literacy and lifelong learning in general and on the strategies. A subset of the readings is annotated. The resources section lists 21 organizations and 9 clearinghouses. Abstracts describe their goals, activities, and services. A newsletter/directory on the history and background of PSAs produced for literacy awareness completes the package. (VLB)

ED 357 241

CE 063 650

Forlizzi, Lori; And Others

Project Lifelong Learning: For the Workplace. User's Guide.

SPONS. AGENCY- Office of Educational Research and Improvement (OE), Washington, DC.

PUB DATE- 92

NOTE- 83p.; For a related final report, see ED 356 329; for related user's guides, see CE 063 648-649.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educational Resources; *Information Dissemination; Job Skills; Job Training; Labor Force Development; *Lifelong Learning; *Literacy Education; Program Effectiveness; Program Implementation; Publicity; *Staff Development

IDENTIFIERS- National Education Goals 1990; Project Lifelong Learning; Public Service Advertising; *Workplace Literacy
This user's guide for professionals using Project Lifelong Learning staff development modules is designed to accompany the documentary on lifelong learning in the workplace, one of three half-hour television documentary programs intended for broadcast and for general public discussion activities. It introduces the project, the purpose of which is to inform people about successful ways to work toward reaching National Education Goal 5: adult literacy. Information follows on use of the package elements: public service announcements (PSAs); documentary, overview of staff development, and indepth staff development videos; readings; suggested discussion questions; ideas for implementing the strategies; bibliography; and resources. In the "Readings" section, an overview of the workplace context describing the goal of work force education programs is provided, followed by descriptions of programs in the video and their selection; and readings on the strategies defining what each means and why each is important. The five strategies are as follows: meet learner's needs, develop support for lifelong learning, accommodate learner differences, develop higher order skills, and enable learners to use all

Development; Technical Assistance
IDENTIFIERS- *United States (Northwest)

This directory is designed to address problems of lack of information and planning assistance that can be a barrier to small schools in planning for the use of technology for curricular improvement. The information is most relevant to school districts in Alaska, Idaho, Montana, Oregon, and Washington. Section 1 on satellite television, two-way audio, describes organizations that produce complete courses or units of instruction. Descriptions may include a contact with address and telephone number, access information, costs, student enrichment programs, schedule, and instructors. Section 2 describes satellite television services. A narrative discusses services, topics, and costs; the services' addresses and telephone numbers are provided. Section 3 describes broadcast and cable television services in a format similar to that of Section 1. Section 4 on computers and telecommunications is divided into the following subsections: complete courses; supplementary instruction; and databases, bulletin boards, and networks. Descriptions for complete courses follow the format of Sections 1 and 3. The other two subsections follow the format of Section 2. Section 5 describes other distance education assistance: Education Satellite Network, State Telecommunications Networks, State Technology Coordinators, Private Companies, and Regional Telecommunications. Section 5 provides sources for programs and production references and general information references and information on meetings and conferences. Appendixes include a curricular cross-reference, information on planning and decision making and evaluation, and a glossary. (YLB)

ED 357 259

CE 063 685

Lambert, Michael P., Ed.; Welch, Sally R., Ed.

Home Study Student Services Handbook. Second Edition.

PUB DATE- 93

NOTE- 143p.; For the earlier edition, see ED 201 797.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Assignments; Correspondence Study; Educational Administration; Grading; *Home Study; *Independent Study; Postsecondary Education; Quality Control; *Recordkeeping; Student Evaluation; Student Motivation; Student Records; *Teacher Responsibility; *Teacher Student Relationship; *Teacher Supervision; Testing; Verbal Communication

IDENTIFIERS- Total Quality Management

This handbook contains a collection of 10 essays on practical skills needed by correspondence educators. The emphasis is on the "how to" of home study. The scope of the handbook includes coverage of the major aspects of providing instructional and administrative service to students, from how to organize the student services department to outcomes assessment. Each chapter begins with an author biography. Chapter titles are as follows: "Student Service Today: The Customer is King" (Michael Lambert); "Total Quality Management in Student Services" (Karen Patena); "Organizing the Student Services Department" (Robert Godfrey); "Supervising Instructional Staff" (Mary McKeown); "The Record Keeping Function" (Dorothy Bascom); "Communicating to Your Students" (Glenn Hoyle); "Testing and Student Service" (Dennis Foltz); "Grading Student Assignments" (Carl Gibbs);

talents to career fields that make the best use of them. (KC)

ED 357 277

CE 063 746

Career-Development Infusion. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 90

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Academic Education; Annotated Bibliographies;
*Career Development; *Career Education; Career Guidance;
Counselor Training; Educational Development; Educational
Planning; Educational Research; *Fused Curriculum; Inservice
Teacher Education; Instructional Materials; *Integrated
Curriculum; Program Evaluation; Program Implementation;
Secondary Education

This bibliography addresses the issue of how to infuse career development activities into the academic classroom situation. Thirty-four citations from ERIC and other databases include instructional materials, journal articles, project descriptions, research reports, and teaching guides. A topical outline defines career education and infusion and discusses the rationale for infusion and what infusion involves. Three articles, representative of current wisdom in the field, are reprinted: "Relevance: The Fourth 'R'" (Ruth Sedlik); "Room to Grow: Educating for a Total Life Experience" (S. Theodore Wool); and "A Model for Evaluating Career Education Curriculum Infusion" (G. Brian Jones). The annotated bibliography is divided into six categories: topic overviews, professional preparation, planning for infusion, implementing infusion, evaluating infusion, and project descriptions. Each entry is comprised of these components: title, date, author, developer, availability, annotation, and format. (YLB)

ED 357 278

CE 063 747

Establishing and Operating a Career Resource Center. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 90

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Reference Materials - Bibliographies (131)

DESCRIPTORS- Academic Education; Annotated Bibliographies; Career Development; *Career Education; Career Guidance; *Career Planning; *Community Resources; Educational Development; Educational Research; Education Work Relationship; Employment Potential; *Information Sources; Integrated Curriculum; Job Placement; Job Skills; Occupational Information; Personnel Needs; Personnel Selection; Postsecondary Education; *Program Development; Program Implementation; *Resource Centers; Resource Staff; Secondary Education

This bibliography draws together the best sources of information currently available on establishing, staffing, and operating career resource centers. Twenty-four citations from ERIC and other databases include administrative materials, information analyses, journal articles, opinion papers, and research

Dating values are salient issues with regard to interpersonal relationships. They provide the basis for the relationship between two people that may help determine how the family will ultimately function. This study is a preliminary analysis that attempted to describe how dating preferences of African-Americans differ with respect to gender and with respect to traditional and non-traditional trait characterizations. African-American male (N=22) and African-American female (N=43) college students completed a questionnaire which assessed four dating preferences. A one-way MANOVA procedure found a gender effect with some associations to traditional standards. Many gender differences were found. Women were more likely to indicate the importance of earning potential than were men and women were more likely than men to believe that the mutual sharing of household duties is important; both of these choices fall into the traditional pattern. However, women were more likely than men to give importance to the non-traditional trait of sensitivity, while the difference for attractiveness was not significant. Overall, the findings from this preliminary study were not consistent with traditional standards. Thus, this research agreed with the literature suggesting that African-Americans have different dating preferences than does the general population. (ABL)

ED 357 297

CG 024 847

Frazier, Billie H.; Hayes, Kathleen C.
Selected Resources on Adult Children Living at Home: An Annotated
Bibliography for Researchers, Educators, and Consumers.

PUB DATE- Dec 91

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Information
Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Adult Children; *Housing; *Parent Child Relationship

The resources in this annotated bibliography were selected to help readers better understand what is known about adult children living at home. Data on this subject are scarce. The bibliography is a literature review--a State-of-the-Art report--which is applicable to many professionals and students in the social sciences. It was developed by conducting a thorough literature search, reviewing selected monographs and articles, determining which information should appear in the bibliography, and writing the annotations. The first section presents 16 annotations targeted to researchers and educators. Included are annotations of articles, a bibliography, papers, and a telephone interview. Three data tables are also included. The second section presents 11 annotations of newspaper and magazine articles and books targeted to consumers. Sources of additional information, a national organization, and reviewers are listed. (ABL)

ED 357 298

CG 024 848

Baer, John S.; And Others

Biases in the Perception of Normative Alcohol Use over Time:
Perceived Norms Predict Future Drinking.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism
(DHHS), Rockville, Md.

PUB DATE- Nov 92

NOTE- 14p.; Paper presented at the Annual Meeting of the
Association for the Advancement of Behavior Therapy (26th,
Boston, MA, November 19-22, 1992).

Client Relationship; Counselor Qualifications; *Counselors;
*Cultural Differences
IDENTIFIERS- *Cross Cultural Counseling; ERIC Digests;
*Multicultural Counseling

Multiculturalism has been defined as the fourth force in psychology, one which complements the psychodynamic, behavioral, and humanistic explanations of human behavior. Pederson's (1991) definition of multiculturalism leads to the inclusion of a large number of variables making multiculturalism generic to all counseling relationships. Locke (1990) has advocated a narrower definition of multiculturalism, particularly as it relates to counseling. In this definition attention is directed toward the racial/ethnic minority groups within that culture. The effective counselor is one who can adapt the counseling models, theories, or techniques to the individual needs of each client. This skill requires that the counselor be able to see the client both as an individual and as a member of a particular cultural group. Multicultural counseling requires the recognition of the importance of racial/ethnic group membership on the socialization of the client; the importance and the uniqueness of the individual; the presence and place of values in the counseling process; and the uniqueness of learning styles, vocational goals, and life purposes of clients. The Multicultural Awareness Continuum is linear and the process is developmental. It is best understood as a lifelong process. It includes self-awareness; awareness of one's own culture; awareness of racism, sexism, and poverty; awareness of individual differences; awareness of other cultures; awareness of diversity; and skills/techniques. (ABL)

ED 357 317

CG 024 868

Bleuer, Jeanne C.; Walz, Garry R.
Striving for Excellence: Counselor Strategies for Contributing to
the National Education Goals. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Academic Achievement; *Counseling Objectives;
Counselor Role; Elementary School Students; *Elementary
Secondary Education; *Excellence in Education; Models; Program
Content; *School Counseling; *School Counselors; *School
Guidance; Secondary School Students

IDENTIFIERS- ERIC Digests; *National Education Goals 1990

Achievement of the six National Education Goals will require changes in the present educational system, change in how communities respond to education, and especially change in how education is visualized. An effective guidance program has the capacity to make major contributions to all of the National Education Goals. School administrators, guidance directors, and others who are in a position to help to determine the goals and content of their guidance programs can significantly enhance this capacity by encouraging the implementation of the following strategies: (1) adopt a "comprehensive guidance" program model which provides for the systematic delivery of guidance as a curriculum organized around a sound theoretical framework; (2) reach out to the community to involve parents and other community members in both the determination of guidance priorities and the delivery of counseling and guidance

Education; *Persuasive Discourse; Public Speaking; Rhetorical Criticism; *Womens Studies; *Writing Instruction
IDENTIFIERS- African Americans; Harper (Frances Ellen Watkins); *Historical Background; Nineteenth Century Rhetoric; *Rhetorical Strategies; Stewart (Maria); Truth (Sojourner); Wells (Ida B)

Considering the rhetorical strategies four 19th-century black women employed to address various audiences can be helpful in the continuing struggle to find effective means of teaching writing to college students. These four women used a variety of strategies to reach audiences which were, to one degree or another, hostile to them because of their race and their gender. An analysis of Maria Stewart's history-making speech at Boston's Franklin Hall in 1832 reveals how dissimilar interests--in her case, political and religious interests--can produce a powerful appeal to action. An analysis of Sojourner Truth's memorable maternal eloquence on the central issues facing mid-century black and white women reveals how her humor and the overwhelming force of her physical presence compelled her audience. Frances Harper's speeches to established women's organizations in the 1890s demonstrate the skill of adapting messages to widely varying groups. In addition to evincing skill in audience accommodation, Harper's 40 year public rhetorical career provides studies in tactics of invention, style, and particularly in delivery. Ida Wells' historic rhetorical campaign against mob violence provides models for stylistic imitation and the force of logical appeal reinforced with statistics and documented reports. Using these speeches in the writing classroom has the additional advantage of giving students the opportunity to hear diverse and frequently silenced voices from earlier times in the classrooms of the 21st century. (SAM)

ED 357 338

CS 213 779

Marinara, Martha
Stirring the Ashes of Public Discourse.

PUB DATE- Nov 92

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Cultural Context; Higher Education; *Marxian Analysis; *Personal Narratives; Poetry; Undergraduate Students; *Writing Instruction

IDENTIFIERS- *Academic Discourse Communities; Author Text Relationship; *Confessional Poetry; Plath (Sylvia)

Sylvia Plath's confessional poem, "Lady Lazarus" can be used to illustrate a connection between autobiography and social critique. "You poke and stir" among the institutions that form social relations--the educational system, the court system, the economic system--to find individuals whose lives, whose joys and pains, and struggles for survival have been involved with building, manipulating, consciously demolishing and rebuilding the cultural context(s) in which they form their lived relations. There is a connection between an academic perspective on student narratives and the critical work that has been done with confessional poetry such as Plath's. Some of

Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992). Best available copy.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Historical Materials (060), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Censorship; Content Analysis; Higher Education; Jargon; *Journalism History; Language Role; *Language Usage; Mass Media Role; *Newspapers

IDENTIFIERS- Daily Times (Pekin IL); *Doublespeak; Historical Background; Illinois (Pekin); *Ku Klux Klan

A teacher has found a historical study of a newspaper's doublespeak to be consistently effective when it is used in an American studies classroom as a teaching model. As the Ku Klux Klan evolved in the 1920s, so did the Pekin, Illinois, "Daily Times's" deceptive coverage of the Klan. Doublespeak in news reports and editorials was used to deceive readers; doublespeak distorted events, hid purposes, and evaded results. During the first year (1922) of the Klan's ownership of the "Daily Times," the paper used euphemism, jargon and gobbledygook to exaggerate the Klan's popularity and to mislead the community about the Klan's legitimacy and authority. In January 1924, the paper's doublespeak took a new turn. In a series of columns published on the editorial page under the banner of "Klan Comments," several Klan beliefs were announced. The paper used doublespeak in its reporting of the murder trial of D. C. Stephenson, a former Klan leader. The Klan sold the newspaper a few months after the Stephenson case. During the time the Klan owned the paper, censorship was used to omit some reports of Klan-related events. Doublespeak made the Klan's opposition to immigrants, strikes, and bootleggers look legitimate and popular. Doublespeak made the Klan leaders represent order and authority. But even doublespeak did not work in late 1925. When the Klan sold the paper in 1926, however, it still looked like a newspaper. (RS)

ED 357 358

CS 213 812

Van Decker, Lori

When You Do It for Money, Is the Customer Always Right?

PUB DATE- Mar 93

NOTE- 9p.; Paper presented at the Annual Meeting of the

Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Communication; *Consultants; *Consultation Programs; Higher Education; Improvement Programs; Professional Training; Teaching Styles; *Technical Writing; *Writing Instruction

IDENTIFIERS- *Discourse Communities; Writing Contexts

Any college English teacher who seriously seeks to bridge the academic and corporate learning communities must learn from rather than laugh at the industrial mindset. Mediating between composition theorists' process-oriented pedagogies and the type

To provide practical suggestions based on solid theory, this book emphasizes using newspapers in the context of broader classroom methodologies that have proved successful in the education of language minority students. In developing these practical activities, the book stresses three main elements of research in this area: (1) how second-language acquisition and second-language learning occur; (2) the connection between learning in the content areas (mathematics, social studies, and science) and the acquisition of the second language; and (3) the value of the cooperative learning approach in developing language skills. Chapters in the book are: The General Theory; Strategies for Using the Newspaper with LEP Students; Classroom Activities to Develop and Reinforce Language Skills; Integrating Language Instruction and the Content Areas; and Classroom Activities in the Content Areas. An annotated list of 20 resources for using newspapers in education is attached. (Contains 37 references.) (RS)

ED 357 377

CS 213 834

Davidson, Phebe

Social Contexts: Crossing (Exploring, Assaulting, Metabolizing?)

Cultural Boundaries in the Classroom.

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Censorship; Classroom Communication; Cooperative Learning; *Cultural Context; Higher Education; *Social Attitudes; Team Teaching; *Theory Practice Relationship; *Writing Instruction

IDENTIFIERS- Composition Theory

The single great value of composition theory is that it gives writing instructors ways to perceive and to talk (about)/write (about) and experience the language that they purport to teach. It is a vocabulary (or set of vocabularies) that, in its structures and definitions, (re-)structures and (re-)defines perceptions of language. If writing is a social process, there must be serious advantages to treating it as such--and to doing this by using the social dynamics accessible in the classroom as part of the course of writing instruction. In an experimental, team-taught course on censorship students were allowed to select their own topics and their modes of discourse. Subject matter was presented not only by the designated professors and students but also by a number of guest lecturers. Students completed assignments that consisted of both written (collaboratively composed proposals about a controversial work of art for which the audience would be the students' local board of education) and oral (a 15-minute dramatization of the proposal) components. Both students and teachers were forced to explore attitudes they found uncongenial. If the cultural boundaries present within the class had not been present, much of the dynamic force of the collaborative efforts would have been absent, and students would not have risen to the challenge of collaborative and not always comfortable work. That they did so, and achieved a high level of researched coherence in their work, suggests that their modes of coping with the "friction" inherent in the arrangements were both appropriate and effective, and that

love seeing their own performances on videotape. Future activities should include working with a larger group to examine a pattern of choice, determine gender differences, and to give children some practice at evaluating dramatizations. (Five tables of data are included, as is a 12-step process list that instructs teachers how best to choose and familiarize children with a poem; how to help students develop roles, props, costumes, and action; and how to encourage children to critique the videotaped performance.) (SAM)

ED 357 396

CS 508 171

Bruce, Bertram C.

The Discourses of Inquiry: Pedagogical Challenges and Responses.
Technical Report No. 578.

PUB DATE- Jun 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Discourse Analysis; *Discourse Modes; Elementary Secondary Education; Epistemology; Higher Education; *Literacy; *Rhetoric; Social Influences

IDENTIFIERS- *Literacy as a Social Process; Rhetorical Strategies

Approaching the study of literacy through the discourse perspective, this paper first considers some of the relations between discourse and social life. The paper then discusses the epistemological, rhetorical, community-maintaining, and ideological functions of discourse through examination of three types of discipline-based discourses, and outlines challenges to literacy development posed by the unfolding of these functions in the practices of schooling. In conclusion, some promising responses to those challenges are pointed out, grouped into categories corresponding loosely to the epistemological, rhetorical, community-maintaining, and ideological functions of discourse. A figure illustrating a mathematical proof is included. (Contains 90 references.) (RS)

ED 357 397

CS 508 172

Jarvis, John C.

Internationalizing the Business School: Constructing Partnerships between the Humanities and the Professions during an NEH Grant Project.

PUB DATE- 2 Apr 93

NOTE- 13p.; Paper presented at the Annual Conference on Languages and Communications for World Business (12th, Ypsilanti, MI, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Administration Education; Cross Cultural Studies; *Curriculum Development; Higher Education; *Humanities Instruction; Literature; *Non Western Civilization

IDENTIFIERS- *China; *Japan; Robert Morris College PA

A National Endowment for the Humanities (NEH) grant funded a

Rewards

IDENTIFIERS- *Value Added

The purpose of merit pay is to reward employees for their accomplishments and motivate them to continue improving. Critics of merit pay say the increased extrinsic motivation that it prompts is more than offset by the decrease in intrinsic motivation. Supporters of performance-based pay claim several benefits of the practice. This study addressed adding value to and improving the process of appraising and rewarding employees. Two major problems concern what is measured to determine merit and how it is measured. Some critics claim merit cannot be measured reliably. Problems with what is measured to determine merit include influence from outside forces, the accuracy of performance goals, and an emphasis on performance rather than ability and effort. Performance-appraisal and merit-pay practices must be redesigned. There are three major redesign elements that organizations must address. First, the inherent limitations of accuracy in all appraisal systems must be recognized and redesigned so they do not impose finite distinctions. Second, a broader range of employee contributions should be incorporated into the appraisal. Third, appraisal and merit pay should be viewed as a means of supporting the organization's overall strategy and a means for encouraging continuous improvement. (JPT)

ED 357 417

EA 024 716

Lancaster, Laura, Ed.; Lawrence, Leslie, Ed.
Handbook for Local Goals Reports: Building a Community of
Learners, 1992. Publication 93-01.

PUB DATE- 93

NOTE- 65p.; For 1991 handbook, see ED 349 634.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142) Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- *Community Involvement; *Community Role;
*Educational Change; Elementary Secondary Education;
*Evaluation Methods; *Measurement Techniques; Public Schools;
School Community Relationship; *Student Evaluation

IDENTIFIERS- *National Education Goals 1990

This handbook is designed to guide readers in developing a local assessment of their community's progress toward achieving the National Education Goals. It is organized around those questions that the National Education Goals Panel has used to measure national and state progress. The introduction includes a history of the National Education Goals and information about the 1991 and 1992 Goals Reports. There are five characteristics that are useful for local community goal reports: outcome orientation, world-class standards comparison, use of broad indicators, progress over time, and decade-long progress. The guide is organized around the six National Education Goals. Each section is devoted to one of the six goals, beginning with the goal statement and objectives. These are followed by appropriate questions to ask in assessing progress toward that goal. Next is a section titled "Measures To Use," in which each question is taken up individually, with answers provided that were developed in the 1992 National Education Goals Reports, the pages on which the data appear in the report, and suggestions on how to answer them in a local report. At the end of each goal section is a list of sources that can provide more

DESCRIPTORS- *Administrator Role; *Decision Making; Elementary Secondary Education; Government Publications; *Principals; Public Schools; *School Based Management; *Teacher Administrator Relationship

IDENTIFIERS- *Schools and Staffing Survey (NCES)

School-based management (SBM) varies from school to school but generally involves giving educators, parents, and community members increased responsibility over educational decision making. The "Schools and Staffing Survey" provides information on where decisions are made for three SBM areas: establishing curriculum, hiring new full-time teachers, and setting discipline policy. The 1987-88 School Administrator Questionnaire collected information from 8,580 public school principals on these questions nationwide. Results of the survey showed that the principals believed: school district personnel were most likely to establish curriculum; principals had the most responsibility for hiring teachers; and the school district or principal was most likely to set discipline policy. Principals said that school districts in large urban areas exercise greater decision-making control than those in suburbs or rural areas. In general, the larger the urban area in which the school was located, the less control principals reported they had. In conclusion, the analysis suggests that much decision making takes place at the district level, though principals have considerable influence over hiring teachers; but that studies of SBM need to take into account the types of communities in which schools are located. (JPT)

ED 357 437

EA 024 845

Murphy, Joseph, Ed.; Hallinger, Philip, Ed.
Restructuring Schooling: Learning from Ongoing Efforts.

PUB DATE- 93

NOTE- 295p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Administrator Role; Educational Change; Elementary Secondary Education; *Leadership Styles; *Organizational Climate; Outcomes of Education; *Participative Decision Making; *School Restructuring; Student Participation; *Teacher Administrator Relationship; *Teacher Role

Popular demands for school restructuring are increasingly common. This book is designed for diverse audiences who are interested in school improvement. Chapter 1, "Restructuring: In Search of a Movement" (Joseph Murphy), provides a historical and conceptual framework of restructuring efforts. Chapter 2, "Feeling the Ripples, Riding the Waves" (Nona Prestine), examines the implications of the Coalition of Essential Schools in California. Chapter 3, "Hollibrook Accelerated Elementary School" (Jane McCarthy and Suzanne Still), surveys community and teacher attitudes at the Hollibrook school. Chapter 4, "Success for All" (Robert Slavin and others), offers case studies of urban schools. Chapter 5, "The Changing Role of the Principal in a School of Choice" (Philip Hallinger and Charles Hausman), inspects principals' leadership roles in restructuring. Chapter 6, "Coordinating School and District Development in Restructuring" (Michael Fullan), analyzes the roles of districts and schools. Chapter 7, "Restructuring Schools Through Empowerment" (Paula Short and John Greer), illustrates the importance of staff empowerment in reform. Chapter 8, "Restructuring Systemically for Students" (Jaci Webb, H. Dickson Corbett, and Bruce Wilson), explores the

were received from 34 districts, 437 schools, and more than 7,400 teachers. Administrators surveyed in 1987, 1989, and 1990 perceived an increase in the implementation of OBE. Also, some OBE components, such as comprehensive planning, were more completely implemented than others, such as community participation. The survey of faculty in the state revealed more than half of them had received OBE training. Some improvement areas principals and teachers attributed to OBE included time management, direction and commitment, lesson plans, goal setting, curriculum, awareness of student needs, teaching styles, and discipline problems. A higher level of OBE implementation also was found in ODDM districts. In conclusion, OBE has made a major impact on education in Utah, and it has been adopted by most educators. (JPT)

ED 357 457

EA 024 877

McNeir, Gwennis

Outcomes-Based Education: Tool for Restructuring.

PUB DATE- Apr 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Serials (022)

DESCRIPTORS- *Educational Assessment; *Educational Change; Elementary Secondary Education; Public Schools; *School Effectiveness; *School Restructuring; Teacher Role

IDENTIFIERS- *Oregon; *Outcome Based Education

Traditional approaches to education use the level of inputs as a measure of effectiveness. Outcomes-based education (OBE) is based on the concept that educational success should be measured by what students learn, rather than by what they are taught. As a systems-level restructuring tool, OBE calls for success for all students, not just academic or vocational success, but success as well-rounded human beings. Since OBE has developed from several sources, it does not have one single authoritative model. Basic principles form the foundation of OBE: a clear focus on outcomes, expanded opportunity and instructional support, and high expectations for learning success. Views differ on whether OBE is revolutionary in education or merely a repackaging of old methods. School districts adopting OBE must fully commit to it in spirit and in practice, and staff must abandon established methods and procedures. Outcomes also must not be confused with subject areas, and goals cannot be too narrowly defined. In the classroom, teachers must balance concerns about content and process, and develop new assessment tools. As found in several Oregon schools, OBE can be implemented gradually, but must involve all members of the school district and community. (Contains 27 references.) (JPT)

ED 357 458

EA 024 878

Tenbusch, James P.

Parent Choice Behavior under Minnesota's Open Enrollment Program.

PUB DATE- Apr 93

NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

Elementary, Secondary, Vocational, Career, and Adult Education:
A Policy Plan, 1991-1995.

PUB DATE- 4 Apr 90

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143),Legal/Legislative/Regulatory Materials (D90)

DESCRIPTORS- Adult Education; Educational Change; *Educational Development; *Educational Objectives; Elementary Secondary Education; *Equal Education; Learning Readiness; Postsecondary Education; Public Schools; *State Government; *State Legislation; *Student Development; Vocational Education

IDENTIFIERS- *Connecticut

This policy plan presents Connecticut's revised Statewide Educational Goals for Students for 1991-95. The plan includes goals of what students are expected to learn as well as how the education system can be held accountable to the public. The plan contains eight goals. Goal one is that students will be motivated to learn and to meet the higher expectations. The second goal requires proficiency in the basic skills essential for learning and for success in society. Fuller realization of individual potential and responsible citizenship through learning is the aim of goal three. The fourth goal is to help adults and students function successfully in multiple roles in society. Goal five states that students as citizens will enrich their family, community, and culture and create equal opportunity for all persons in society. The sixth goal is to improve the quality of instruction and curriculum. Improving the delivery of quality education and occupation-specific training below the associate-degree level in the state's regional vocational-technical school system is the seventh goal. Goal eight is to assess the condition of the state's education system. Appendices A and B include the comprehensive plan legislation and Connecticut's Common Core of Learning. (JPT)

ED 357 479

EA 024 904

Gainey, Donald D.

Education for the New Century: Views from the Principal's Office.

PUB DATE- 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Reports - Research/Technical (143)

DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Educational Change; Elementary Secondary Education; Futures (of Society); *Leadership; Leadership Responsibility; Participative Decision Making; *Principals; School Based Management; *School Restructuring

The nature and direction of educational reform and the principal's role in it are examined in this book. Information was gathered from a questionnaire that was mailed to an unspecified number of leading principals and administrators in each of the 50 states. A selected number of the initial respondents participated in a follow-up questionnaire. Principals generally agreed that some form of reform is necessary and that practitioners have a major role in determining the nature of change. The first chapter presents a historical overview of education in the United States to

Rinehart, James S.
Strategic Planning for Multicultural Education.
PUB DATE- Oct 92
NOTE- 23p.; Paper presented at the Annual Conference of the
University Council for Educational Administration (Minneapolis,
MN, October 30-November 1, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Information Analyses/State-of-the-art Materials
(070), Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Role; Cultural Awareness; Educational
Objectives; Educational Planning; Elementary Secondary
Education; *Equal Education; *Long Range Planning;
*Multicultural Education; Public Schools; *School
Restructuring; Strategic Planning

School restructuring is a major concern of administrators.
Because of America's pluralistic society, restructured schools
should develop equal educational opportunity for all and an
appreciation for diversity. Strategic planning is one process
used in school restructuring. School restructuring has had
different goals throughout educational history. More recently,
reform has been qualitative, with emphasis on what is taught
and learned. The administrator's role is important in
determining if all students benefit from restructuring.
Administrators need to be aware of their different
constituencies and their knowledge, power, and resource
differences. Research on multicultural education has tended to
focus on equal educational opportunity, on curriculum and
instructional issues, or on examples of restructured schools
for multicultural education. The global economy, a growing and
aging population, and increased awareness of diversity all have
complicated education planning. Strategic planning's longer
time periods, flexibility, and inclusiveness can help meet
these challenges. A small-city school system in the Southeast
that used strategic planning involved a broad range of
stakeholders, established goals, and had persons responsible
for different areas. However, the composition of participants
did not adequately represent the diversity of the community.
(Contains 17 references.) (JPT)

ED 357 499

EA 024 935

Cooper, Bruce S.; And Others
School-Site Cost Allocations: Testing a Micro-Financial Model in
23 Districts in Ten States. 2nd Revision.

PUB DATE- 12 Mar 93

NOTE- 53p.; Paper originally presented at the Annual Meeting of
the American Education Finance Association (Albuquerque, NM,
March 18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- *Accountability; Budgets; *Educational Finance;
Elementary Secondary Education; Models; Money Management;
Productivity; *Resource Allocation; School Districts; *School
District Spending; School Funds

Findings of a study that developed and applied a microfinancial
model to track financial resources through the school systems
are presented in this paper. The School Site Allocations Model
(SSAM) shifts the current finance structure to the schools.
First, the model was designed and tested in 30 school districts

Identification; Individual Characteristics; Infants;
Intervention; *Mental Disorders; Mental Health; Models; *Parent
Child Relationship; *Parent Counseling; Parent Education;
*Parenting Skills; Pediatrics; Prediction; Primary Health Care;
Psychiatry; Therapy; Toddlers; Young Children
IDENTIFIERS- *Disabled Parents

This bulletin issue contains five papers on the theme of adults with mental illness who are parents of very young children.

"Parents, Mental Illness, and the Primary Health Care of Infants and Young Children" (John N. Constantino) offers the experience of a trainee in a combined residency in pediatrics and psychiatry, focusing on identification, risk assessment, and initial management of infants of mentally ill parents.

"Maternal Depression as a Context for Child Rearing" (Sherryl H. Goodman and others) examines characteristics of maternal depression, the potential parenting impairments brought about by depression, characteristics of infants and young children of depressed mothers, and interventions. "Treating the Relationships Affected by Postpartum Depression: A Group Therapy Model" (Roseanne Clark and others) describes a therapeutic approach to addressing the needs of the mother with postpartum depression as well as her infant, their relationship, and the family. "Previewing: An Intervention Strategy for Psychiatrically Ill Parents of Infants and Toddlers" (Paul V. Trad) discusses an intervention protocol which helps parents to make predictions about their child's future and about changes in the parent-infant relationship that will occur when new skills are mastered. "Providing Integrated Treatment for Parent/Infant Dyads at Risk because of Parental Emotional and Mental Illness" (Barbara D. Munk) describes a comprehensive, community-based model for parents with mental illness, called the Parent/Infant Therapeutic Program. (JDD)

ED 357 518

EC 302 060

Nathanson, Jeanne H., Ed.

Innovations in Special Education and Rehabilitation.

PUB DATE- 93

NOTE- 45p.; Photographs will not copy clearly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Autism;
Behavior Disorders; Child Advocacy; College School Cooperation;
Community Programs; *Criminals; *Deaf Blind; *Disabilities;
Educational Innovation; Elementary Secondary Education;
*Emotional Disturbances; Incidental Learning; Interpersonal
Communication; Law Enforcement; Mainstreaming; Police;
Preschool Education; Program Development; Special Education;
Training; Transitional Programs

IDENTIFIERS- Family Needs

This bulletin issue contains seven papers describing innovations in various areas of special education and rehabilitation.

"Training Criminal Justice Personnel To Recognize Offenders with Disabilities" (Keith L. Curry and others) examines

prevalence figures of disabilities among incarcerated adults and describes the "Effectively Communicating with Handicapped Offenders" training program. "Preparation of Families for

Incidental Teaching and Advocacy for Their Children with Autism" (Gail G. McGee and others) points out that family

supports may be most effective when parents can participate in designing an individualized program tailored to their unique

family needs. "Serving the Needs of Children with AIDS and Their Families" (Geneva Woodruff) describes families' needs and

North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.

PUB DATE- Mar 92

NOTE- 38p.; For a related document, see EC 302 079.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Crisis Intervention; Delivery Systems;

*Disabilities; Eligibility; Family Programs; Financial Support; Human Services; Infants; National Surveys; Participant Characteristics; *Program Evaluation; *Respite Care; Staff Development; Toddlers; Young Children

IDENTIFIERS- *Crisis Child Care

This report describes results of an evaluation of respite care programs and crisis nursery programs for children with disabilities, based on survey forms received from 81 programs and site visits to selected programs across the United States. The survey of crisis nursery programs and the survey of respite care programs gathered data on amount of time between receiving the grant award and provision of services, types of families served, settings in which services were offered, types of services offered for children and for parents, program staff, and characteristics of families served. A second survey, with 65 programs responding, examined fiscal and administrative issues, including funding sources, eligibility criteria, number and types of services offered, and staff training. The evaluation found that: most programs were serving families within 6 months of receiving the grant award; services most frequently offered to parents were telephone consultation, respite from child care, and case management; and services most frequently offered to children were a sitter in the home, day care, case management, screening, and assessment. Costs of services proved to be difficult to establish. Appendixes contain copies of survey forms. (JDD)

ED 357 537

EC 302 079

Huntington, Gail S.; And Others

Crisis Nursery and Respite Care Programs: Site Visit Results of Staff and Family Interviews (Winter and Spring of 1991).

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.;

North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.

PUB DATE- Nov 92

NOTE- 30p.; For a related document, see EC 302 078.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Child Caregivers; *Crisis Intervention;

*Disabilities; Family Programs; Human Services; Infants; Interviews; *Participant Characteristics; *Program Evaluation; *Respite Care; Toddlers; Young Children

IDENTIFIERS- *Crisis Child Care

Visits were made to selected respite care and crisis nursery programs in order to describe the programs and services they offered to families of young children with special needs and to learn more about the families who used the services and the staff who provided them. The visits to 10 crisis nurseries and 24 respite care programs resulted in interviews with 175 families and 203 staff. Sites were chosen to represent a variety of service delivery models; geographic areas; and urban, rural, and suburban communities. The study found that

services provided by the Gifted and Talented (G/T) Education Program of the Des Moines (Iowa) Independent Community School District. The report evaluates the program's context, input, process, and product and considers future planning. The state-mandated program provides services through differentiated instruction, curriculum replacement, acceleration, course compacting, special programs, mentors, pull-outs, community resources, and summer and Saturday programs. One component of the program is the Central Academy, a half-day program designed to facilitate high academic needs for students in grades 8 through 12. The program budget is funded through the Instructional Support Levy based upon the state allowable growth funding formula. Implementation of the G/T program involves identification of students needing support services, facilitating appropriate curriculum and services to support these students, and continual monitoring and review of student needs. The G/T program serves over 4,000 students, 13 percent of the population in the Des Moines Public Schools. The number of Advanced Placement exams taken by Des Moines juniors and seniors currently exceeds the national average. Appendices contain materials describing the program in more detail. (Author/JDD)

ED 357 557

EC 302 100

Harrill, Juanita Lynn; And Others

Portrayal of Handicapped/Disabled Individuals in Children's Literature: Before and After Public Law 94-142.

PUB DATE- 93

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Books; *Childrens Literature; *Content Analysis; *Disabilities; *Educational Change; Educational Legislation; Elementary Secondary Education; Federal Legislation; Mainstreaming; Social Change; *Trend Analysis

IDENTIFIERS- Attitudes toward Disabled; *Education for All Handicapped Children Act

This study compared the portrayal of children with disabilities in 15 children's books published prior to and 30 children's books published after 1978 (roughly after implementation of Public Law 94-142, which encouraged mainstreaming of such children). Four teachers rated each book according to a set of 10 statements concerning portrayal of children with disabilities. Findings indicated that more disabilities were portrayed in the books published after 1978, that the variety of disabilities portrayed increased between the two periods, that the post-1978 books were much more realistic than were earlier books, and that post-1978 books showed improved accuracy of information and more appropriate use of terminology. An appendix lists the books in both samples. (DB)

ED 357 558

EC 302 101

Brigham, Frederick J.

Places, Spaces and Memory Traces: Showing Students with Learning Disabilities Ways to Remember Locations and Events on Maps.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Conference of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

*Intervention; *Student Characteristics; Teacher Role

This brief paper summarizes information on attention deficit hyperactivity disorder (ADHD). First it identifies eight common characteristics of this disorder: (1) inattentiveness and distractibility, (2) impulsiveness, (3) hyperactivity, (4) attention-demanding behavior, (5) learning difficulties, (6) coordination difficulties, (7) unacceptable social behavior, and (8) immaturity. Other sections briefly address diagnosis and implications, peer relationships, treating ADHD with medication, treating ADHD with therapy, the use of behavior therapy, the role of educators, and "curing" ADHD. Recommended are multimodal treatment strategies that combine various therapeutic approaches spread over a long term. (Contains 9 references.) (DB)

ED 357 578

EC 302 125

Harbin, Gloria; Van Horn, Jacquie

Interagency Coordinating Council Roles and Responsibilities.

Policy Alert (P.L. 99-457, Part H).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Apr 90

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advisory Committees; *Agency Cooperation; *Coordination; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Infants; Policy Formation; Preschool Education; State Programs; Systems Development; Toddlers

IDENTIFIERS- Education of the Handicapped Act 1986 (Part H); *Interagency Coordinating Council

Federal legislation for infants and toddlers with handicapping conditions and their families (Part H of Public Law 99-457) calls for a statewide system of coordinated, comprehensive early intervention services. The legislation calls for an Interagency Coordinating Council (ICC) to be appointed by the Governor of each state, to participate in the development of the service system. The ICC is to be independent, multidisciplinary, and multiconstituency in nature. The ICC is authorized to advise and assist in several functions. The level of authority of each state's ICC seems to fall on a continuum that ranges from a purely reactive role, in which the ICC provides advice only on the topics brought to it by the Lead Agency, to actually acting more as a board of directors with policy-making authority. One of the tasks of the ICC is to determine, in conjunction with the Lead Agency, the nature of its role and tasks in the various policy stages. A table is presented listing roles and tasks that may be performed by the ICC during the various stages of policy development, approval, and implementation. The active participation of the ICC throughout the process is critical if states are to create a truly comprehensive, well-coordinated interagency system of early intervention services. (JDD)

ED 357 579

EC 302 126

Gallagher, James J.; Shields, Mary J.

Components of a Comprehensive Statewide Inservice Training Program.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

an Academic Environment: Problems and Difficulties.

PUB DATE- 92

NOTE- 6p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Administration Education; College Second Language Programs; Course Descriptions; *Cultural Awareness; Foreign Countries; *French; Higher Education; *International Communication; *School Business Relationship; Student Needs; Vocabulary

IDENTIFIERS- France; *Saint Johns University NY

The Advanced French Business course developed at St. John's University in New York is described. It emphasizes meeting students' needs for knowledge of the specialized vocabulary, expressions, and cultural information in a French-speaking business environment. It is designed for students who are at an intermediate-advanced level in French language, but have little knowledge of the business world and related issues. The course includes two approaches: (1) a requirement for a research project to stimulate students' thinking, and (2) regular visits to French-speaking companies and institutions in the United States to learn about their operations and services. It is noted that a key element in the course's success has been the cooperation of the business world and direct exposure to social and cultural realities of contemporary France. (LB)

ED 357 600

FL 020 775

Boudeguer, Maria E.; Cowan, Ronayne

How ESL Students Resolve Anaphora in Reading.

PUB DATE- 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Students; English (Second Language); Foreign Countries; Higher Education; Intensive Language Courses; Language Proficiency; Language Research; *Limited English Speaking; Pronouns; *Reading Comprehension; *Reading Skills; Second Language Learning; Syntax

IDENTIFIERS- *Anaphora

This study investigated the extent to which various factors play a part in English-as-a-Second-Language (ESL) students' ability to resolve pronoun-antecedent connections in reading. The subjects were 97 ESL learners with four different native languages (Japanese, Korean, Chinese, Spanish) enrolled in the University of Illinois's Intensive English Institute and divided into three English proficiency levels: elementary, intermediate, and advanced. Subjects were given two tests, one consisting of meaningful but decontextualized sentences, some containing nonsense words, and one a narrative in story form (contextualized). Relevant vocabulary was introduced before testing. Other variables included type of anaphoric expression: noun phrase (NP) or verb phrase (VP), direction (forward and backward anaphora), and distance between pronoun and anaphoric expression. Results indicate that the decontextualized sentences were resolved more easily than the contextualized by each language group, possibly attributable to the limited

operation, and evaluation of secondary and postsecondary vocational education programs. It contains both a vocational program guide and Career Merit Achievement Plan (Career MAP) for commercial foods. The guide contains the following sections: occupational description; program content--curriculum framework and student performance standards; program implementation--student admission criteria, cooperative education, and student organization participation; instructional resources--student reference materials, service manuals, and periodicals; facility design recommendations and safety, maintenance, and liability; suggested equipment list; and professional development--technical updating and teacher standards and related professional organizations and support services. There are 12 intended student outcomes: demonstrate general housekeeping operations; demonstrate equipment operation skills; demonstrate stock, soup, and sauce preparation; demonstrate fruit and vegetable preparation skills; demonstrate meat, poultry, fish, and seafood preparation skills; demonstrate dairy, egg, and farinaceous product preparation skills; demonstrate salad, buffet food, beverage, and related food preparation skills; demonstrate bakery goods and dessert preparation skills; demonstrate dining room operations skills; demonstrate customer relations skills; practice employability skills; and understand entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 12 student outcomes. (NLA)

ED 357 149

CE 061 904

Commercial Foods and Culinary Arts. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Design; Employment Potential;

Entrepreneurship; Equipment Maintenance; Food; *Food Processing Occupations; *Food Service; *Foods Instruction; Home Economics Skills; Hospitality Occupations; Housekeepers; Job Skills; Occupational Information; Outcomes of Education; Performance Tests; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Secondary Education; Services; *Vocational Education

IDENTIFIERS- Florida

This guide identifies considerations in the organization, operation, and evaluation of secondary and postsecondary vocational education programs. It contains both a vocational program guide and Career Merit Achievement Plan (Career MAP) for commercial foods and culinary arts. The guide contains the following sections: occupational description; program content--curriculum framework and student performance standards; program implementation--student admission criteria, cooperative education, and student organization participation; instructional resources--student reference materials, service manuals, and periodicals; facility design recommendations and safety, maintenance, and liability; suggested equipment list; and professional development--technical updating and teacher standards and related professional organizations and support services. The 13 intended outcomes are as follows: housekeeping

the following: discovering careers, mathematics story problems, Florida weather, chart your skills, career research, USA careers and USA TODAY, healthy human bodies, Florida industries, web and flow charts for people who work together, "Win, Lose, or Draw: The Career Version," and family role in career awareness. (KC)

ED 357 167

CE 063 305

Best Practices in Career Development. Activities for Fifth Grade.

A Supplement to the Blueprint for Career Preparation.

PUB DATE- 93

NOTE- 34p.; For related documents, see ED 332 006 and CE 063 300-304.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations; *Career Awareness; Career Choice; Career Development; Career Exploration; *Classroom Techniques; Computer Uses in Education; *Grade 5; Intermediate Grades; Job Application; Language Arts; Learning Activities; Lesson Plans; Mathematics; Newspapers; Occupational Information; Social Studies; Teaching Methods

This document contains 17 lesson plans that can be used for career awareness activities in fifth grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit are as follows: school musical, career abbreviations, completing a job application, a computer-made school newspaper, focus on the medical professions, historians, a day in the life of a carpenter, mathematics story problems, paycheck math, USA Careers and USA TODAY, from sea to shining sea (travel agents); job related to the space program, hair stylists, the year 2050, family role in career awareness, "Win, Lose, or Draw: The Career Version," and writing a business letter. (KC)

ED 357 168

CE 063 309

Key Statistics on Technical Education & Training, 1991.

PUB DATE- 92

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Adult Basic Education; *Apprenticeships; Basic Skills; Continuing Education; Educational Certificates; *Enrollment Rate; Enrollment Trends; Foreign Countries; Full Time Students; *Job Training; Postsecondary Education; *Student Certification; Tables (Data); Technical Institutes; Trade and Industrial Education; *Vocational Education

IDENTIFIERS- *Singapore

This publication documents statistical data on technical education and training activities under the purview of the Institute of Technical Education (ITE), Singapore. A list of abbreviations and nomenclature used is included. Section I cites major developments in technical education and training in 1991 and includes diagrams of the former vocational training system and the new technical training system. Section II, on full-time institutional training, provides the following types

vocational courses, implementation of social studies courses, independent learning in higher vocational education, promoting educational participation at the upper secondary level, modular courses in vocational education, simulated training, learning processes in work experience situations, technology and occupation, the apprentice system, home economics and health education, science education, and foreign language education at the lower secondary level, physical education, educational finance, teacher employment, basic education in elementary vocational schools, and mergers in senior secondary vocational education. A list of the research institutes providing the reports is included. (KC)

ED 357 186

CE 063 565

Cooper, Jeff

The Management of Resource-Based Learning. Mendip Papers 044.

PUB DATE- 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Continuing Education; Curriculum; *Delivery Systems; *Educational Cooperation; Educational Quality; *Educational Resources; Foreign Countries; Interpersonal Relationship; Libraries; *Library Role; Library Services; Marketing; Open Education; *Personal Autonomy; Postsecondary Education; Program Implementation; *Teacher Student Relationship; Technical Institutes

IDENTIFIERS- Great Britain; *Resource Based Learning

Resource-based learning (RBL) is one of the most useful, successful, and acceptable approaches to curriculum delivery, easily adapted to different styles of teaching and learning. It brings together all of the resource elements--tutor, learning resources, and student--into a learning partnership. Two essential aspects of RBL are its flexibility--that is, its ability to cope with a variety of learning styles--and its promotion of student autonomy. The introduction of RBL has practical implications for further education colleges (technical institutes). Students need to develop more autonomy in the way they study and use information, through guidance from tutors. Tutors need to develop technical, human, and conceptual skills to be able to empower students with autonomy. A framework of learning resources and space in which to use them is needed to support students and tutors, upon which students can rely for all their learning needs. The college library is central to the learning process as the provider of a wide-ranging service based on a comprehensive collection of fully integrated learning resources. The issues and problems related to the implementation of RBL are partnership, quality issues, staff development, student autonomy, learning resources framework, technology of delivery, introduction and use of forms of RBL, and provision of RBL guides. Each requires a strategy to deal with it involving tutors, nonteaching staff, students, and senior college management. (Appendixes include 20 references and sample 5-year strategic plan for a further education college.) (VLB)

ED 357 187

CE 063 568

Apprenticeship: A Partnership 2. A Learning Activities Package for Selecting a Trade.

SPOWS. AGENCY- Virginia State Dept. of Education, Richmond.;

*Labor Legislation; *Program Development; Program Implementation; State Legislation; State Programs; Statewide Planning; *Trade and Industrial Education; Unions; Vocational Education

IDENTIFIERS- *North Carolina

This handbook was developed to assist local education agency personnel in establishing and administering high school apprenticeship programs, especially in North Carolina. The guide is organized in seven chapters that cover the following topics: (1) what apprenticeship is; (2) how a registered apprenticeship program works; (3) why employers choose to establish an apprenticeship program; (4) the high school apprenticeship method and its benefits; (5) closing the skills gap with high school apprenticeship; (6) establishing a high school apprenticeship program; and (7) questions and answers concerning such topics as employer role in establishing apprenticeship programs, government role, apprenticeable occupations, insurance for apprenticeships, apprenticeship and further education, and the role of unions. Three appendixes constituting over half the document provide an overview of apprenticeable trades in North Carolina, present samples of apprentice program documents and agreements, and summarize pertinent laws. (KC)

ED 357 206

CE 063 605

Coordination of JTPA Programs, Vocational Education, and Technical Education.

PUB DATE- Mar 93

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143); Numerical/Quantitative Data (110)

DESCRIPTORS- Agency Cooperation; *Coordination; Economically Disadvantaged; *Educational Cooperation; Educational Finance; Federal Legislation; Federal Programs; *Job Trainings; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; State Programs; Statewide Planning; Technical Education; Unemployment; *Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *South Carolina

This biennial report provides an evaluation of the South Carolina vocational education program delivery system assisted under the Carl D. Perkins Act and the Job Training Partnership Act (JTPA). It focuses on the adequacy and effectiveness of the delivery system in achieving the purposes of the two acts. These findings of the State Council on Vocational and Technical Education are highlighted: more workshops were offered covering a number of topics related to JTPA programs; increased funding of JTPA programs could result in improved services and better qualified personnel; and paperwork required for participation in JTPA programs is too cumbersome. State council commendations and recommendations are then listed. Other sections describe the report format, data collection methodology, and the South Carolina JTPA delivery system. Tables and charts illustrate allocation of funds, expenditures, and program performance objectives and results for program years 1990 and 1991. The 10-question survey instrument is then provided. The following four sections contain the responses of these groups of respondents: state JTPA administrative unit, service delivery areas, secondary education (school district coordinators and vocational center directors), and technical colleges. A

Valuing Differences and Celebrating Diversity. A Report of the Council on Diversity in Extension to the Cooperative Extension System. Meeting Highlights (Washington, D.C., July 11-12, 1991).

PUB DATE- Aug 91

NOTE- 10p.; For a related working document, see CE 063 627.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; Advisory Committees; *Change Strategies; *Cultural Pluralism; *Diversity (Institutional); *Educational Change; *Extension Education; Institutional Mission; Institutional Role; Organizational Climate; Position Papers; *Strategic Planning

IDENTIFIERS- *Cooperative Extension Service

The Council on Diversity in Extension was created as an advisory council for the Cooperative Extension System. The council's first meeting was devoted to providing feedback on a draft document titled "Pathway to Diversity: The Strategic Plan for the Cooperative Extension System's Emphasis on Diversity." This report of the highlights of that meeting is a combination summary of the council's major conclusions and sampling of relevant quotations and suggestions presented at the meeting. It is divided into three parts. The first part, entitled "The Pathway to Diversity: Commitment and Choices," covers the rationale for diversity, the lack of any quick fixes, personal development and empowerment, management strategies, and the importance of celebrating diversity. The second part, "The Cooperative Extension System Diversity Plan" focuses on dealing with the extension's goal, its "hook," its basic philosophy about diversity, a historical perspective on diversity, and the ways in which people are held accountable. Finally, in "Closing Thoughts," series of seven brief closing pieces of advice concludes the report. (MKN)

Pathway to Diversity: Strategic Plan for the Cooperative Extension System's Emphasis on Diversity. Working Document.

PUB DATE- Oct 91

NOTE- 21p.; For a related report, see CE 063 626. Developed by the Strategic Task Force on Diversity.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Advisory Committees; Change Strategies; *Cultural Pluralism; *Diversity (Institutional); *Extension Education; *Institutional Mission; Institutional Role; *Organizational Climate; *Strategic Planning

IDENTIFIERS- *Cooperative Extension Service

This document is the working draft of a guide to develop a strategic plan for emphasizing diversity in the Cooperative Extension System (CES). It begins with a foreword outlining the history of the movement toward increasing emphasis on diversity in the CES and an introduction stating the CES's commitment to emphasizing diversity. The next seven sections are as follows: a list of strategic goals; the rationale for emphasizing diversity; a comparison of Equal Employment Opportunity/Affirmative Action (EEO/AA) guidelines and the CES's emphasis on diversity; a description of steps being taken by the CES to become a multicultural organization; a mission

language processes in their lives. The 11 discussion questions are followed by ideas for implementing strategies. A bibliography lists 251 readings on literacy and lifelong learning in general and on the strategies. A subset of the readings is annotated. The resources section lists 25 organizations and 8 clearinghouses. Abstracts describe their goals, activities, and services. A newsletter/directory on the history and background of PSAs produced for literacy awareness completes the package. (VLB)

ED 357 242

CE 063 651

Palmer-Spiller, Elizabeth; Reed, Marcia G.
A Job Loss Model for Training and Development: Selected Research Abstracts. Training & Development Research Report.

PUB DATE- May 93

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; Adult Education; Adults; Career Counseling; *Dislocated Workers; Dismissal (Personnel); Employment Practices; *Job Layoff; Job Placement; Models; *Outplacement Services (Employment); Personnel Policy; *Unemployment

Most literature on job loss concentrates on three stages: situation/condition, consequences, and solutions/responses. Very little literature exists on the transition phase of lost jobs. The reasons for involuntary job loss, also known as displacement or dislocation, are many. The displaced worker may experience both psychological effects and physiological changes; the family structure may also be affected. The most obvious impact to the job loser is economic. Currently, three primary groups formulate solutions to the issues of job loss: the government, both state and federal; organized labor; and organizations. Transition is the phase in which displaced persons can move forward to address the situation. However, there is seldom a mechanism for communicating the methods and options to the individual or to help them through the period of adjustment. Beneficial interventions include counseling, medical and psychological services, training about benefits and financial options, career planning, retraining, and advance notice of layoffs. (The 11-page report is followed by 25 abstracts of key literature on the subject of job loss. Each abstract, arranged alphabetically by author(s), consists of author, date, title, source, pagination, and a summary that consists either of purpose, participants, method, results, and discussion or purpose and description only. An attached bibliography lists 110 selections on most aspects of job loss.) (VLB)

ED 357 243

CE 063 653

National Workplace Literacy Project Performance Report. March 1, 1991 - December 31, 1992.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 31 Dec 92

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult

"Motivating Students to Complete Their Programs" (Connie Dempsey); and "Outcomes Assessment" (Glenn Hoyle). (YLB)

ED 357 260

CE 063 687

Morra, Linda G.

Occupational Skill Standards. Experience Shows Industry

Involvement To Be Key. Testimony before the Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- 14 May 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Certificates; *Federal Government;

*Government Role; Industry; *Job Skills; Postsecondary

Education; School Business Relationship; Secondary Education;

*Standards; *Student Certification; Vocational Education

A study reviewed eight standards and certification systems for occupations that required less than a bachelor's degree for entry-level employment. Common elements among systems included industry ownership and control, recertification requirements to keep certificate holders' skills current, national portability of credentials, and integration of industry standards with education providers through some sort of accreditation program. Several obstacles to the development and expanded use of skill standards and certification in the United States were identified: high costs for development and maintenance, long time periods required for acceptance, difficulties in developing industry coalitions and getting them to agree on standards, lack of a structure for promoting standards across industry, lack of uniform definition of occupations across employers, and problems in bringing all stakeholders together to develop these systems. The Departments of Labor and Education were supporting the skill standards and certification processes through grant funding and other research activities. However, regarding any federal role, discussions with certification sponsors made it clear that industry ownership and control was seen as essential to the development and acceptance of standards and certification systems. (YLB)

ED 357 261

CE 063 688

Bloom, Howard S.; And Others

The National JTPA Study. Title II-A Impacts on Earnings and Employment at 18 Months.

SPONS. AGENCY- Department of Labor, Washington, D.C.

PUB DATE- Jan 93

NOTE- 467p.; For the executive summary, see ED 346 307; for a related report, see CE 063 663.

LANGUAGE- English

EDRS Price- MF01/PC19 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adults; Age Differences; Employment; Employment

Patterns; Federal Aid; Federal Legislation; Federal Programs;

Females; Followup Studies; *Job Training; Males; *Out of School

Youth; *Program Effectiveness; *Salaries; Sex Differences;

State Programs; Vocational Followup; Wages

IDENTIFIERS- *Impact Studies; *Job Training Partnership Act 1982

Interim estimates were made of program impacts on earnings and employment of adults and out-of-school youths during the first 18 months after their acceptance into employment and training programs funded under Title IIA of the Job Training Partnership Act (JTPA). In the national study, 20,601 JTPA applicants in 16

guides. Two articles, representative of current wisdom in the field, are reprinted: "CRC: Career Resource Centers; Where Students Focus on the Future" (June Hubek, Ida Zucca) and "Career Resource Centers: Overview. ERIC Fact Sheet No. 7" (Bonnie Marshall). Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

ED 357 279

CE 063 748

Evaluation of Career-Development Student Competencies and Career-Development Programs. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 90

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Career Counseling; *Career Development; Career Education; Career Guidance; *Competence; Elementary Secondary Education; Evaluation Criteria; Guidelines; Job Skills; Program Development; *Program Effectiveness; *Program Evaluation; *Student Evaluation; *Vocational Maturity

This bibliography has as its focus the process of evaluating student competencies for career development, as well as the evaluation of career development programs. It is intended primarily for use in career development programs for grades K-12. Twenty-one citations from ERIC and other databases include project descriptions, evaluative reports, journal articles, position papers, tests, and materials for educational administrators. One article, representative of current wisdom in the field, is reprinted: "Selecting and Using Tests of Career Skills" (Arthur Kroll, Linda Pfister). The annotations describe the following: (1) career development guidelines for program review and planning; (2) evaluation and assessment instruments to measure program effectiveness; and (3) individual competencies for student career development. Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

ED 357 280

CE 063 749

Family Involvement in Career Development. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 90

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Career Awareness; Career Counseling; *Career Development; *Career Education; Career Exploration; Career Guidance; Career Planning; Decision Making; *Family Involvement; Family Role; *Parent Participation; *Parent Role; Secondary Education; Vocational Education

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcohol Abuse; Behavior Standards; *College Bound Students; *College Students; *Drinking; Higher Education; High Schools; High School Students; Incidence; Longitudinal Studies; Predictor Variables; *Social Behavior; *Student Attitudes

Perceived norms are important mediators of social behavior. Social perception, however, is often biased or inaccurate. Recent research has shown that college students overestimate normative drinking rates. This study examined whether this trend continues over time and if students' perceptions of normative drinking are predictive of personal drinking at later points in time. Students (N=159) were given a battery of questionnaires dealing with alcohol use and perceptions of norms at four assessment points over 18 months. Students were assessed in the spring of their senior year in high school, fall of their freshman year in college, spring of their freshman year, and fall of their sophomore year. Results indicated that perceptions of norms decrease overtime while drinking rates increase. Given that perceived norms begin much higher than self-reported drinking rates, biases are thus reduced over time. Nevertheless, perceived norms remain significantly higher than self-reported drinking, and higher than actual norms for the population. Perceptions of norms are significantly predictive of drinking rates at the following assessment, even when prior drinking rates are statistically controlled. Alcohol prevention programming which clarifies and challenges norms may contribute towards reducing risks associated with heavy drinking. (Author/ABL)

ED 357 299

CG 024 849

Becker-Lausen, Evvie; And Others

Child Abuse and Revictimization: Depression and Dissociation as Mediator Variables.

PUB DATE- 92

NOTE- 11p.; Paper presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Causal Models; *Child Abuse; College Students; *Depression (Psychology); Higher Education; Predictor Variables
IDENTIFIERS- *Dissociation

Based on a review of prior research, a causal model was proposed to explain the relationship between child abuse, dissociation, depression, and revictimization. In the model, dissociation and depression were proposed as mediator variables, developing out of child abuse and leading to revictimization. Subjects were 301 male and female university students. Child abuse was measured using the newly developed Child Abuse and Trauma (CAT) scale and was found to be causally related to both depression and dissociation, as well as both directly and indirectly related to revictimization. Dissociation was the only significant mediator between child abuse and revictimization. These findings support and extend those of other researchers, not only from correlation to causality, but also, from effects of child sexual abuse to effects of a more global, psychological maltreatment. Causal modeling was shown to be a practical means of testing theoretical assumptions related to

services; (3) encourage collaboration and teamwork among the various education specialties; and (4) emphasize that the mission of a guidance program is the facilitation of better student adjustment as an intermediate outcome that enables students to achieve better academic performance rather than better student adjustment as an end in itself. By adopting a clear commitment to helping students achieve educational excellence and using a collaborative, community-based guidance approach, counselors can become a strong force for the attainment of the six National Education Goals. (Specific counselor interventions are listed for each of the six National Education Goals.) (ABL)

ED 357 318

CS 011 285

Hennings, Dorothy Grant

Beyond the Read Aloud: To Read Through Listening to and

Reflecting on Literature.

PUB DATE- 92

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Elementary Secondary Education; Journal Writing; Poetry; *Reader Response; *Reading Aloud to Others; Student Evaluation; Teacher Role; Whole Language Approach

IDENTIFIERS- Response to Literature

Focusing on reading aloud in the classroom, this monograph demonstrates ways to integrate read alouds into an ongoing whole-language program in which children learn to reflect on literature by listening and responding to it. The monograph identifies and describes specific teaching strategies that invite students not only to listen to stories, poems, and nonfiction, but also to go beyond and think about what they are hearing, to talk about ideas, and to write in response. Chapters of the monograph are: (1) Listening to and Reading Text: Constructing Meaning; (2) A Shared Story Experience: Reflective Listening in Kindergarten; (3) A Shared Poetry Experience: Reflective Listening in Junior High; and (4) A Read Aloud with Nonfiction: Reflective Listening in Fourth Grade. An observational guide for assessing a child's ability to construct meaning in response to literature, and guides to help intermediate grade students respond to stories, poems, and nonfiction are attached. (RS)

ED 357 319

CS 011 286

Weiner, Michele S.

Making the Grade: Increasing Intermediate Students' Spelling Test

Scores through the Improvement of Study Skills.

PUB DATE- Apr 93

NOTE- 94p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary School Students; Grade 5; *Instructional Effectiveness; Intermediate Grades; Multicultural Education; Notetaking; Parent Participation; *Spelling; Spelling Instruction; *Study Skills

A study skills program was developed and implemented to improve spelling grades while incorporating new study skill techniques

the problems with reading confessional poetry parallel the difficulties caused by trying to critically read student autobiography. Teachers must help students deconstruct the opposition between personal and abstract writing. Teachers must ask their students to understand how their social roles and their individual autobiographies are determined by their cultural context, to step outside those roles and critique their contexts, and finally, by stepping back into their own stories, somehow to change their representations of cultural context in a way that accommodates collective stories. Students need to explore the "self," the events in their lives, the domestic as operating within the boundaries of a social context; to see their voices as part of a communal dialect that is neither fixed nor stable. (Contains 20 references.) (SAM)

ED 357 339

CS 213 787

Landis-Groom, Eileen

Using Letters between Classes and Campuses To Improve Writing Skills.

PUB DATE- Nov 92

NOTE- 30p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Correspondence Study; Higher Education; Letters (Correspondence); *Peer Evaluation; Undergraduate Students; *Writing Instruction; *Writing Processes

IDENTIFIERS- *Collaborative Learning; *Embry Riddle Aeronautical University FL; Writing Development

An experimental composition project focused on a correspondence method of teaching writing. Composition and Literature students at the Florida campus of Embry-Riddle University exchanged papers and critiques with students on the Arizona campus of Embry-Riddle. This correspondence method insisted on the nature of writing as a form of dialogue. Students wrote not only for the teacher as audience and potential critic, but also for student partners who helped them organize their thoughts. This exchange consisted of a three-step process: (1) sending a first draft of the paper to the student partner at the other campus or in the other class; (2) writing a critique of the partner's first draft and sending it to the writer; and (3) revising the first draft by using suggestions gleaned from the critique. Writing was done in a business letter format. This experiment was evaluated by a number of different means. Papers written without the benefit of peer review were compared with those that were the result of collaborative editing. Critiques written by students were evaluated. Students responded to a question in the final examination that required them to evaluate how they felt the experiment had improved their writing. Students said they felt more relaxed writing for a peer; their peer's advice helped them see problems more clearly; they learned the purpose of revising; and their peers' physical distance enhanced the objectivity and honesty of critiques. This method emphasizes the collaborative learning that occurs between students, the importance of peer review, and writing as a process in which critique becomes an important composition in itself. (Samples of student critiques and handouts intended to guide students through writing letter/critiques are attached.) (SAM)

of linear writing instruction the corporate mind values is essential in the corporate classroom. The writing consulting business is business, and if academics are going to play ball in corporate fields, they need to adapt their pedagogies to corporate rules. Three simple guidelines will help college teachers practice the requisite art of mediation in the corporate classroom: (1) don't use the "F" word--freewriting--in a corporate classroom. Use more pragmatic terms like "Speed Drafting" for free writing, or "Mind Mapping" for clustering, "Thinking on Paper" for brainstorming; (2) avoid condescension toward business people's use of jargon--composition teachers also have a widely used set of jargon all their own; (3) mediate between the notions of process and revision that composition teachers respect and linear models that the business and technical communities value by breaking down the revision process into a set of clearly defined linear steps. Bridging the academic and business learning communities and becoming strong competitors in the writing consulting business means realizing that in the corporate environment, the process of teaching writing, like the transactional writing process itself, is largely a matter of re-vision, of re-seeing what writing teachers have to offer through the eyes of potential clients and re-casting pedagogies in terms that have meaning for those clients. (SAM)

ED 357 359

CS 213 813

Woolbright, Meg

Social-Constructionist Theory and the Writing Center: A House of Mirrors.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Cooperative Learning; Higher Education; Resistance (Psychology); *Writing Instruction; *Writing Laboratories; Writing Processes

IDENTIFIERS- Dialogic Communication; Lunsford (Andrea A); *Social Constructivism; Tutor Role; Young (Art)

For those in Composition Studies, Kenneth Brufee's social constructionist notion of collaboration has been touted as a panacea for all educational ills. Andrea Lunsford and Art Young have recently endorsed a social constructionist philosophy for writing centers. Lunsford asserts that the best collaborative model is socially constructed and aims for consensus. It goes deeply against the grain of education in America because it rejects traditional hierarchies, according to Young. An attempt to examine the roles of consensus and resistance in the relationship between student and tutor, and to conform to the model of collaboration that relies on "mastery" and "consensus" reveals a problem with this model, as transcriptions of dialogues between tutor and student illustrate. It does not allow the student to effectively voice her resistance to the authority of the tutor and to develop her own authority as a writer. This silencing of the student's resistance renders her powerless. But on one level, the student and her tutor do reach consensus about a detail of the writing process. A view that

these do not necessarily delimit the possibilities for intercultural communication, but actually enable intellectual exchange and growth. (SAM)

ED 357 378

CS 213 835

Adler-Kassner, Linda; Gillen, Shawn
Racing Towards Academic Literacy: BMWs, Tollways, and Bridges.
PUB DATE- Mar 93

NOTE- 18p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Autobiographies; Comparative Analysis; Higher

Education; *Literacy; *Student Attitudes; *Student Experience;

*Teacher Attitudes; *Writing (Composition); Writing Assignments

IDENTIFIERS- Academic Discourse; *Literacy as a Social Process;

University of Minnesota

Two composition instructors assigned literacy autobiographies to their students, in the same way the instructors had received such assignments when they were students in a graduate seminar on literacy. One instructor taught at the University of Minnesota's General College (an open admission college), and the other instructor taught in the University's College of Liberal Arts. The instructors compared the literacy autobiographies of their students to those of the seminar members. The instructors expected to find that all the autobiographies would indicate that building a bridge between personal literacies and that of the academy would be difficult, but ultimately valuable. Most of the seminar members described a much more intimate, personal relationship with literacy-related activities than the undergraduate students. The process of bridging the gap between personal and academic literacy was easy for most of the seminar members. Although many of the students tried to mirror the sunny descriptions of literacy found in the seminar members' literacy autobiographies, the students' literacy autobiographies suggested that becoming academically literate was a Faustian bargain, in which they must surrender themselves to the "BMW" that is academic literacy and lose their own identity. The undergraduate students seemed to be neither connected to, nor comfortable with, academic literacy and saw no way to connect it with their personal literacies. As "successful" students, it is the responsibility of composition instructors to show their students that there is space for them to negotiate between personal and academic literacy. (RS)

ED 357 379

CS 213 836

Enos, Theresa

"Verbal Atom Cracking": Burke and a Rhetoric of Reading.

PUB DATE- Mar 93

NOTE- 7p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Decoding (Reading); *Discourse Analysis; Higher

Education; Reader Text Relationship; *Rhetorical Criticism;

study to establish an International Humanities Curriculum that would serve as a model of curricular internationalization upon which interested observers might draw for revision of their own curricula. This curriculum revision project introduced the study of texts, ideas, themes, and issues from China and Japan into the literature curriculum of Robert Morris College. China and Japan seemed obvious choices for enhancing the international dimension of the humanities curriculum at that college. China, which is both the oldest and the largest country in the world promises to exert a major economic and cultural influence upon global affairs in the future, and since rebounding from World War II Japan has become a model of industrial efficiency and success. Goals for this business-focused curriculum included (1) enabling students to gain a deeper understanding of the human experience as it has been lived in two major world cultures; and (2) building a valuable foundation of contextual knowledge for making sense of professional practices, strategies, issues, and obstacles that students will face on an international scale as workers and leaders in business and industry. The study and the interdisciplinary collaboration which was essential to its implementation led to the conclusion that curricular internationalization provides valuable common ground between disciplines traditionally indifferent or hostile towards each other. Participants further concluded that forging meaningful interdisciplinary partnerships not only requires rethinking traditional notions of disciplinary borders, but also requires learning to cross those borders. (Four tables are included.) (SAM)

ED 357 398

CS 508 173

Kuhl, Patricia K.

Infants' Perception and Representation of Speech: Development of a New Theory.

PUB DATE- Oct 92

NOTE- 10p.; Paper presented at the International Conference on Spoken Language Processing (Banff, Alberta, Canada, October 12-16, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Adults; Communication Research; Foreign Countries; *Infants; Models; *Phonology; Second Language Learning; *Speech Communication

IDENTIFIERS- *Speech Perception; Speech Research; Sweden; United States

A new series of studies on adults' and infants' perception of phonetic "prototypes," exceptionally good instances of phonetic categories, show that prototypes play a unique role in speech perception. Phonetic category prototypes function like "perceptual magnets" for other stimuli in the category. They attract nearby members of the category, rendering them more perceptually similar to the category prototype than would be expected on the basis of physical distance alone. Nonprototype stimuli from the category do not function in this way. Moreover, by 6 months of age, infants tested in the United States and Sweden show that the perceptual magnet effect is language specific. Infants from the two countries exhibit the magnetic effect only for the phonetic prototypes of their own language. Thus, exposure to a specific language alters infants' perception of speech by 6 months of age. These results offer an explanation for the findings of a variety of studies on cross-

information on specific goal areas. (JPT)

ED 357 418

EA 024 754

Jordan, K. Forbis; Lyons, Teresa S.

Financing Public Education in an Era of Change.

PUB DATE- 92

NOTE- 127p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Federal Aid; *Finance Reform; *Public Education; Public Schools; State Aid; *Tax Allocation; *Taxes

Diverse economic, social, and legal concerns have brought renewed attention to the problem of financing public schools. The primary economic concern is preparing students to compete successfully in the international marketplace. The change in demographics of the United States also is a major social concern for education. Legal concerns focus on school financing systems that are equitable to students and taxpayers, and on providing adequate school funding. Despite complex state school-financing formulas, questions remain about what to fund, spending levels, revenue sources, and support from different levels of government. The answers to funding questions must be reached within the context of how schools function as well as the demographic, political, economic, social, and legal factors influencing school funding. This book is intended to help both educators and the general public better understand public school finance. Chapter topics include the context for public school finance, demographics and education, school finance policy goals and outcomes, state school finance equalization systems, the courts and school finance, taxation and sources of revenue for schools, and issues in public school finance. References accompany each chapter. (JPT)

ED 357 419

EA 024 762

Earl, Lorna; West, Julianne

School Improvement in Scarborough Secondary Schools: A Systems Partners Approach.

PUB DATE- Jun 90

NOTE- 15p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Victoria, British Columbia, Canada, June 1990).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Board of Education Policy; *Curriculum Development; *Curriculum Evaluation; *Educational Change; Educational Development; Foreign Countries; Public Schools; Secondary Education

IDENTIFIERS- *Scarborough Board of Education ON

Research on understanding school effectiveness has identified several characteristics of effective schools. Some of them include instructional leadership by principals, collaborative planning by teachers, consistency among teachers, a clear purpose, high academic expectations, positive school climate, and systematic evaluation. Many schools are trying to find ways

nature of student participation in restructuring. Chapter 9, "Professional Cultures and Reforming Schools" (Karen Louis and Jean King), documents the importance of structured time. Chapter 10, "Restructuring Schools" (Joseph Murphy and Philip Hallinger), offers informative lessons from current restructuring efforts. (TEJ)

ED 357 438

EA 024 850

Matthews, Robin J.; Beeson, Geoffrey W.
Emerging Power and Leadership: The Developing Role of New Principals in Australia.

PUB DATE- 91

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Decision Making; Elementary Secondary Education; Foreign Countries; *Leadership; *Principals; Public Schools; Teacher Administrator Relationship

IDENTIFIERS- *Australia; *Beginning Principals

Decision making is a major characteristic of leadership. The role of the principal in Australia has been affected by changes in education including decentralization of responsibility, increased accountability, restructuring of schools, local selection of school principals, and changed decision-making responsibilities. In this process of change, principals have received mixed messages from the Ministry of Education regarding its support of collaborative decision making and a strong principal's role in decision making. The Beginning Principals Study was designed to examine common concerns and experiences of beginning principals. A varied group of four primary and four secondary school beginning principals from the state of Victoria was chosen for the study. Four researchers visited the principals at the beginning of the 1989 school year and three times during the year. Several telephone interviews were also conducted. In addition, questionnaires were sent to 53 beginning principals. The study showed that leadership was a major concern of beginning principals. Staff relationships, effective school development, and the principal's role in setting school direction were three concerns. Working with nonteaching staff and decision making in relation to the school Local Administrative Committee and Curriculum Committee were other concerns. A similar project was carried out in 1990, with a sample of four principals. (Contains 12 references.) (JPT)

ED 357 439

EA 024 852

Hudson, Mildred J.
How Educators Get Top Jobs: Understanding Race and Sex Differences in the "Old Boy Network."

PUB DATE- 91

NOTE- 206p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)

DESCRIPTORS- Administrators; *Civil Rights; *Educational Administration; Elementary Secondary Education; *Employment

DESCRIPTORS- *Decision Making; Elementary Secondary Education;
Nontraditional Education; *Open Enrollment; Parent Attitudes;
*Parent Influence; *School Choice; *State Programs

IDENTIFIERS- *Minnesota

Findings of a study that examined parental reactions to the implementation of Minnesota's statewide open-enrollment program are presented in this paper. Data were derived from telephone interviews conducted with 162 parents at the end of the 1989-90 school year. A three-way multivariate research design with eight dependent variables was used to estimate differences in enrollment decision-making behavior, home-school relations, and awareness/opinions about school choice among participating and nonparticipating parents, white and nonwhite parents, and parents with varying levels of education. Findings indicate that: (1) parents are aware that open enrollment exists but are unaware of other enrollment options available in the state; (2) parents are "active" enrollment decision makers, regardless of whether they choose resident or nonresident schools; (3) parents participating in open enrollment have a greater degree of influence in relations with administrators; (4) parents choose nonresident schools because of dissatisfaction with their resident school's educational services and/or administration; and (5) parents who keep their children in resident schools do so because of overall satisfaction with the school, community affiliation, social reasons, and/or school location. Other factors related to parental choice include race, parental level of education, and open-enrollment participatory status. Twelve tables are included. Appendices offer descriptions of Minnesota enrollment options and of unrestricted and restricted choice plans. (Contains 50 references.) (LMI)

ED 357 459

EA 024 879

Community Education: A Resource and Planning Guide.

PUB DATE- 92

NOTE- 96p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Community Coordination; *Community Education; *Community Planning; Community Programs; *Community Schools; Elementary Secondary Education; *School Community Relationship

IDENTIFIERS- *Wisconsin

Suggestions for developing active school-community partnerships are offered in this guidebook, which is based on the experiences of many Wisconsin communities. A central theme is that today's public schools must rediscover the importance of integrating the entire community with the formal education process and lifelong learning. Chapter 1 describes how community education can make a difference by serving both students and community members. A history of community education is offered in chapter 2. The third chapter offers planning strategies that range from conceptualizing the idea to initiating the program to conducting an evaluation. Ways to make the plan a reality are described in chapter 4, with a focus on coordinator responsibilities and program offerings, policies, and evaluation. Appendices contain several sample forms, questionnaires, policy statements, agreements, relevant Wisconsin statutes, and a glossary. Sixteen figures are included. (LMI)

demonstrate why reform is needed today. As the nation moves from an industrial to an information society, students must be prepared to perform productively in a diverse, global society. Chapter 2 examines issues in determining the direction of school reform and offers a critical analysis of the six National Education Goals. Seven issues in systemwide restructuring are examined in chapter 3. Chapter 4 explains the site-based-management process based on the TEAM concept (Together Everyone Achieves More). The final chapter examines the role of the principal in school reform. Principals as change agents must be reflective, open to change, and able to coordinate resources and build collegial relationships. They need to possess an infectious optimism about teaching and learning and convey their beliefs to students, parents, and teachers. They also need to be lifelong learners themselves. References accompany each section. A list of contributing administrators is included. (LMI)

ED 357 480

EA 024 905

Banks, James A.; And Others

Building Learner-Centered Schools: Three Perspectives.

PUB DATE- Nov 92

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Development; *Educational Change;

*Educational Objectives; Elementary Secondary Education;

Leadership; *Multicultural Education; Outcomes of Education;

Public Schools; *School Restructuring

The need for school communities that provide quality education for a diverse student body has never been greater. Increasingly interdependent global economies require schools that will create a flexible and creative work force, not simply trained workers. The development of learner-centered schools is important to meeting these challenges. Three papers in this report examine why restructuring is needed, what it entails, and how it should be done. The first paper, "Creating Multicultural Learner-Centered Schools" (James A. Banks) calls for a reexamination and reconstruction of the goals, values, and purposes of schools. Creating multicultural and learner-centered schools requires leadership, curriculum restructuring, and a reassessment of how students learn. Three areas of concern are the social construction of knowledge, caring, and the motivation to act. The second paper, "Building Learner-Centered Schools: Developing Professional Capacity, Policy, and Political Consensus" (Linda Darling-Hammond) argues that curriculum changes that reflect students' needs and diversity must have organizational support to grow and persist. Professional, policy, and political development all must be addressed. The third paper, "Restructuring and Possibility" (Maxine Greene) examines the place of the individual and collectives in creating change. Unity of thought and action are important in creating learner-centered schools that are communities of students and teachers. (Contains 61 references.) (JPT)

ED 357 481

EA 024 906

Illinois Task Force on School Finance Report. House Joint Resolution #18, 86th Illinois General Assembly, and Senate Joint Resolution #1, 87th Illinois General Assembly.

across the United States. Next, data from the test sites were analyzed to provide indicators of the range of costs required to operate the central offices and schools in 25 school systems, and the use of funds for administration, operations, staff development, student support, and instruction at both central offices and schools. A conclusion is that the SSAM effectively reported the uses of funds by schools and by function, by level, and by type. District administrators and staff found the model to be "user friendly." Once costs were allocated by location and function, districts were able to track funds to each school and classroom level. Several superintendents reported that the SSAM data allowed them to save money, improve programs, and reassure the voting public. Also, statewide application of the model can play an important role in the school-reform movement. Thus, money does matter, it seems, as long as the resources reach schools, classrooms, teachers, and pupils. Twelve tables and four figures are included. (Contains 16 references.) (LMI)

ED 357 500

EA 024 938

Michael S. Barile, Ed.; And Others
Fair Share. A Report to State Senator James L. Seward, Assembly
Minority Leader Clarence D. Rappleyea, Assembly Deputy Minority-
Leader Michael F. Nozzolio.

PUB DATE- Jan 92

NOTE- 36p.; Paper presented at the Annual Meeting of the American
Education Finance Association (Albuquerque, NM, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance;
Elementary Secondary Education; Equalization Aid; *Finance
Reform; Property Taxes; School Support; *State Action; Tax
Allocation; *Tax Effort; Tax Rates

IDENTIFIERS- *Auburn City School District NY

This report describes inequities in the current school-funding process for the Auburn Enlarged City School District. Data were analyzed from two studies that compared the Auburn district to 10 other New York districts with similar enrollments or full value. Findings indicate that wide disparities exist among the districts with regard to teacher-student ratios and property taxes. These outcomes were caused by state formulas that produced greater reliance on local property tax as a source of revenue--freezing the operating-aid ceiling per pupil, restricting full-value growth, providing high tax aid to unqualified districts, and waiving the education law. Suggestions are made to start over, establish a commission to examine educational funding, revise the formulas, and implement radical ideas based on the Texas formula, i.e.: (1) collect \$5 per thousand of full value at state level, place in an educational trust and redistribute according to formulas; (2) collect \$5 per thousand of full value at BOCES level and redistribute according to formulas. Twenty-four exhibits are included. (LMI)

ED 357 501

EA 024 939

Palmer, Hollis A.
A Level Playing Field. A Report to the Association of Small City
School Districts.

PUB DATE- Jan 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American

types of programming that meet families' needs, focusing on Project STAR. "Serving Students with Emotional and Behavioral Disorders through a Comprehensive Community-Based Approach" (Michael H. Epstein and others) addresses issues and strategies involved in developing integrated services. "Transition Planning for Individuals Who Are Deaf and Blind: A Person-Centered Approach" (Phyllis Perloff and others) describes the "Transition Occupational Placement for Students" project. "True or False? Truly Collaborative Relationships Can Exist between University and Public School Personnel" (Terri Vandercook and others) defines characteristics for collaboration. "Early Childhood Community Integration: An Option for Preschool Special Education" (Mary Beth Bruder) describes the Early Childhood Special Education Community Integration Project at the Pediatric Research and Training Center of the University of Connecticut School of Medicine. (JDD)

ED 357 519

EC 302 061

Wiederholt, J. Lee; And Others

The Resource Program - Organization and Implementation.

PUB DATE- 93

NOTE- 326p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; Computer Software Evaluation; Consultation Programs; *Disabilities; Elementary Secondary Education; Homework; Individualized Education Programs; Parent Teacher Cooperation; *Program Implementation; Referral; *Resource Room Programs; Student Evaluation; *Teacher Role; *Teaching Methods; Teaching Models

This book contains a discussion of the resource program concept for students with special needs, the roles of the resource teacher, and directions for implementing and operating resource programs. Part I outlines a rationale for resource programs, their historical development, types of resource models, research-based effectiveness of this approach, and advantages of the resource model. Three roles of resource teachers are then described in part II: carrying out educational assessment of referred children; instructing some children in a special room and/or in the general classroom; and consulting with teachers, other school staff, and parents about the educational problems of referred children. Part III focuses on working with school staff, parents, and the community; equipping the resource room; referral and selection procedures; managing the program; the Individualized Education Program; and homework and grading. Appendixes contain annotated bibliographies of controlled group studies in resource, self-contained, general, and mixed settings; the York Educational Software Evaluation Scales; and a list of classroom interventions with comments from teachers on carrying them out. (Contains over 200 references.) (JDD)

ED 357 520

EC 302 062

Lewis, M. E. B.

Thematic Methods and Strategies in Learning Disabilities: A Textbook for Practitioners.

PUB DATE- 93

NOTE- 208p.

interviewees from the crisis nurseries were likely to be single, divorced, or separated women; White or African American; and not working outside their home, while respondents from respite care programs were more likely to be White married women who worked full-time. Both mothers and fathers using respite care services had higher levels of education and better jobs than did parents using crisis nurseries. Families using crisis nurseries were more likely to feel they had little control over their lives, to be out of work, to have financial problems, and to be dissatisfied with family functioning. Respite care workers were happier with their jobs than were those working in crisis nursery settings. An appendix provides copies of the interview forms. (Contains 10 references.) (JDD)

ED 357 538

EC 302 080

Broughton, Belinda, Ed.

Asking for Help Is a Sign of Strength: A Public Awareness Guidebook for Crisis Nurseries and Respite Care Programs.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.

PUB DATE- 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Advertising; *Crisis Intervention; *Disabilities; Family Programs; Infants; *Institutional Advancement; *Publicity; *Public Relations; *Respite Care; Toddlers; Young Children

IDENTIFIERS- *Crisis Child Care

This public awareness package is designed to help crisis nursery and respite care programs for families with special needs children to increase the visibility of the programs' services, increase use of their services by families, enhance collaboration with other agencies, and assist with fund-raising efforts. It describes the advantages and uses of a variety of public awareness strategies, including personal and telephone contacts with key people in the community who are associated with the media or who work at organizations that may want to collaborate, radio and television coverage, newspapers, letters, brochures, posters and billboards, and slide shows and videos. A sample form for obtaining permission to take photographs or recordings of program participants is provided. Samples are also provided of a script for a telephone contact, a follow-up letter, a letter soliciting help, a press release, and scripts for public service announcements. (JDD)

ED 357 539

EC 302 081

Hoffmann, Beverly R.

Fundraising for Nonprofit Organizations. ARCH Factsheets Numbers 6, 7, 8 and 10.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.

PUB DATE- May 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Geography; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Disabilities; *Learning Strategies; *Maps; *Memorization; Middle Schools; *Mnemonics; Revolutionary War (United States); Teaching Methods

This study examined the memory-enhancing effects of elaborative and mnemonic encoding of information presented with maps, compared to more traditional, non-mnemonic maps, on recall of locations of events and information associated with those events by 72 middle school students with learning disabilities. Subjects were presented with map-like displays containing names of battles of the American Revolution and related factual information via either: (1) a non-mnemonic control map with realistic drawings of buildings, soldiers, weapons, etc. found in the time period; (2) a mnemonic map with mnemonic-keywords of verbal labels; or (3) an elaborative map with reconstructive elaborations of the verbal labels and event information. Findings indicated that recall of location was significantly enhanced by mnemonic keyword encoding of verbal labels, that mnemonic encoding of location labels produced no significant gain in recall of related factual information, that locations were more often recalled than events, that only elaborative encoding resulted in a significant difference in the conditional probability of associating events with their locations, and that mnemonic strategy use was positively and significantly correlated with recall measures. Battle names, associated information, keywords, and elaborations are listed on an attachment. (DB)

Ed 357 559

EC 302 102

Werner, Emmy E.

A Longitudinal Perspective on Risk for Learning Disabilities.

PUB DATE- Feb 93

NOTE- 30p.; Paper presented at the Annual Conference of the Learning Disabilities Association of America (30th, San Francisco, CA, February 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Adult Development; Adults; At Risk Persons; *Child Development; Child Rearing; Children; Infants; *Learning Disabilities; Longitudinal Studies; *Outcomes of Education; *Performance Factors; Perinatal Influences; Personality Traits; Quality of Life

IDENTIFIERS- *Hawaii (Kauai); Resilience (Personality)

This report describes an ongoing longitudinal study in Kauai (Hawaii) begun in 1955, which is following the course of all births to adulthood and assessing the long-term consequences of perinatal complications and adverse child-rearing conditions. Specifically reported is a subset of data on 22 children (diagnosed as having learning disabilities by age 10) who were assessed at birth and again at ages 1, 2, 10, 18, and 32. The individuals with learning disabilities were found to have: (1) a higher proportion of perinatal complications and congenital defects, and poorer ratings by parents and pediatricians at ages 1 and 2; (2) significantly greater involvement between the ages of 10 and 18 with community agencies and special educational services, though only half received special assistance; (3) generally poor outcomes at age 18, with few differences between learning-disabled subjects who received or

DC.
PUB DATE- Sep 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Government Role; Infants; *Inservice Education; Preschool Education; Program Development; *Staff Development; State Programs; Statewide Planning; *Systems Development; Toddlers

IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

This report suggests components for a comprehensive statewide inservice training program for personnel involved in implementing the Part H program of Public Law 99-457. These components include: (1) establishment of an inservice program as a requirement for each state participating in Part H; (2) promotion of a statewide comprehensive system of personnel development addressing all disciplines and levels; (3) joint responsibility of the agencies involved; (4) policies focused on training for entry skills and continuing competency; (5) geographically accessible and culturally relevant training; (6) inclusion of private service providers in training; (7) use of the multidisciplinary service model as the unit of training; and (8) focus on case management and collaboration with families. Barriers to inservice training development include limited fiscal and personnel resources for training, previously established policies, crisis orientation as the mode of operation, lack of evidence of effectiveness of inservice training, the poor example of unqualified personnel in existing programs, and professionals' need for identification with their own disciplines. Incentives are needed to encourage states to develop a system of inservice training. The role of the Federal Government should be to provide a model for the states to develop and maintain a comprehensive system of personnel development. (JDD)

ED 357 580

EC 302 127

Yoder, David E.; And Others

Personnel Needs--Allied Health Personnel Meeting the Demands of Part H, P.L. 99-457.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Nov 90

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Infants; Information Needs; Needs Assessment; *Occupational Therapy; *Personnel Needs; *Physical Therapy; Preschool Education; Program Implementation; *Speech Therapy; Staff Development; Therapists; Toddlers; Trend Analysis

IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

This report describes personnel development issues relating to the involvement of occupational therapists, physical therapists, and speech-language pathologists in implementing Part H of Public Law 99-457, which calls for early intervention services for infants and toddlers with disabilities and their families. To determine personnel needs for implementation of Part H, this study reviewed workforce studies, labor

referent possibilities. Distance between pro-form and antecedent aided comprehension in lower-proficiency groups, forward anaphora were easier than VP anaphora, and in all measures, there was a significant effect for proficiency level. Sentence examples, analyses of results, and a 20-item bibliography are appended. (MSE)

Ed 357 601

FL 020 810

Rosenbusch, Marcia, Ed.; Kremer, Douglas, Ed.
Colloquium on Foreign Languages in the Elementary School Curriculum. Proceedings (New York, New York, September 1991).

PUB DATE- 92

NOTE- 157p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Curriculum Development; Elementary Education;

*FLES; Foreign Countries; *Immersion Programs; Second Language Learning; *Second Language Programs; Teaching Methods

A colloquium convened at the Deutsches Haus in New York is summarized that brought together experts to discuss (1) the significance foreign languages have for other elementary school subjects, and (2) what function the other subjects serve for early foreign language learning. The following six topics, guided by session leaders, provided the structure of the colloquium: aims and objectives of elementary school education in the United States (Constance Gonser); the role of foreign language learning in the elementary school curriculum (Myriam Met and Nancy Rhodes); the role of German in the elementary school curriculum; how content, culture, and skill building can be combined in foreign language learning (Carol Ann Pesola); how the needs of elementary school children can be met (Marcia Rosenbusch); and the appropriate teaching methods for the elementary school foreign language program (Helena Curtain). Works cited and discussion questions accompany some sections. Appended materials include: a learning and teaching model; curriculum goals for reading/ literature, science, and math; the National Education Goals; total and partial immersion programs in U.S. elementary schools in 1991; several ERIC Digests; a framework for curriculum development for foreign language in the elementary school (FLES) programs; and a description of "Curriculum Development Framework for FLES Programs," by Carol Ann Pesola. (LB)

Ed 357 602

FL 020 859

Kampe, Livia

A Comprehensive Guide to the Subjunctive in Spanish.

PUB DATE- 92

NOTE- 129p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Answer Keys; Instructional Materials; *Language

Tests; Second Language Instruction; Second Language Learning;

*Spanish; Teaching Guides; *Tenses (Grammar); *Verbs

A guidebook, accompanied by a companion book, directed toward English-speaking students learning Spanish and Spanish teachers, presents a step-by-step approach to learning/teaching the formation and uses of all subjunctive tenses in Spanish.

operations skills; equipment operation skills; stock, soup, and sauce preparation skills; fruit and vegetables preparation skills; meat, poultry, fish, and seafood preparation skills; dairy, egg, and farinaceous product preparation skills; salad, buffet food, beverage, and related food preparation skills; bakery and dessert preparation skills; dining room operations skills; customer relations; plan, organize, and implement work; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the achievement on the standards for each of the 13 student outcomes. (NLA)

ED 357 150

CE 061 911

Commercial Vehicle Driving. Florida Vocational Program Guide. SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 88

NOTE- 81p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Design; *Driver Education; Employment Potential; Entrepreneurship; Equipment Maintenance; Inspection; Job Skills; Occupational Information; Outcomes of Education; Performance Tests; Postsecondary Education; Professional Development; Program Guides; Reference Materials; Safety Education; Secondary Education; Services; *Traffic Safety; *Vocational Education

IDENTIFIERS- Florida; *Truck Drivers

This guide identifies considerations in the organization, operation, and evaluation of secondary and postsecondary vocational education programs. It contains both a vocational program guide and Career Merit Achievement Plan (Career MAP) for commercial vehicle driving. The guide contains the following sections: occupational description; program content--curriculum framework and student performance standards; program implementation--student admission criteria, cooperative education, and student organization participation; instructional resources--student reference materials, service manuals, and periodicals; facility design recommendations and safety, maintenance, and liability; suggested equipment list; and professional development--technical updating and teacher standards and related professional organizations and support services. The 13 intended outcomes are as follows: vehicle safety and accident prevention procedures; vehicle operating regulations; cargo handling and documentation procedures; pretrip preparation procedures; vehicle inspection procedures; vehicle maintenance and servicing procedures; basic vehicle control procedures; backing, coupling, and uncoupling skills; basic vehicle maneuvers; road driving skills; hazardous driving skills; employability skills; and entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 13 student outcomes. (NLA)

ED 357 151

CE 062 041

Financial Records Clerk. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 89

NOTE- 71p.

of data: intake by level, level and sex, level and race, and qualification; average enrollment by level, level and sex, qualification, level and race, and technical institute; cumulative output by level and sex, level and race, and sector, trade cluster, and sex; and output by level and race and output of courses. In section III, on apprenticeship, data illustrate the following: apprenticeship (1982-91); intake of apprentices by sector and trade cluster, level and race, and qualification; and apprentices completed training in 1991 by sector and trade cluster. Section IV, on continuing education and training, shows training places taken up under Continuing Skills Training and Education (1987-1991). Section V, on worker education, provides data on: training places taken up by Basic Education for Skills Training (BEST) and Worker Improvement through Secondary Education (WISE) participants and BEST and WISE examination results. Statistics on training places taken up by BEST and WISE participants by type of center are also given. Section VI, on trade testing and certification, includes data on candidature by type of test and course level. Section VII provides lists of ongoing full-time courses, ongoing apprenticeship courses, and discontinued full-time courses, as well as data on costs and expenditures. (YLB)

ED 357 169

CE 063 310

Sam, Sui Chee

Training through Apprenticeship--The Singapore System. An APEC-HURDIT Network Project.

PUB DATE- Nov 92

NOTE- 15p.; Paper presented at the Network Conference of the Asia Pacific Economic Cooperation-Human Resource Development for Industrial Technology on "Quality Workforce through On-the-Job Training" (Singapore, November 24-26, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Apprenticeships; Educational Certificates; Educational Development; Educational Quality; Foreign Countries; *Job Training; *Labor Force Development; Postsecondary Education; Program Development; Student Certification; Student Participation; Student Placement; *Student Recruitment; Vocational Education

IDENTIFIERS- *Singapore

The Institute of Technical Education (ITE) in Singapore provides skills training to school leavers through the institutional training and apprenticeship modes. The strengths of apprenticeship training are: provision of more occupational choices; greater effectiveness in meeting specific needs of industries; and opportunities for young people to earn as they learn. Programs offered under apprenticeship training lead to national technical and specific trade area certification. All apprenticeship courses encompass the two key components of on-the-job and off-the-job training. The ITE has a specified center for promotion, recruitment, and placement--the Apprenticeship Placement Center. The ITE also monitors the placed apprentices' progress for the full duration of training. Fifty-seven courses are offered under apprenticeship. Three key actions meet the challenge of increasing the participation of young persons: strengthening the image of apprenticeship, promoting apprenticeship, and introducing new programs. Strategies to overcome the barriers to participation of small and medium-sized companies include the following: introduction of a hybrid option, progressive disbursement of grants, support

Virginia State Dept. of Labor and Industry, Richmond.

PUB DATE- Sep 91

NOTE- 40p.; For other titles in this series, see ED 328 679-681 and CE 063 569-571.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Career Awareness; *Career Choice; Career Exploration; Career Planning; Decision Making; Instructional Materials; Learning Activities; Learning Modules; Occupational Information; Postsecondary Education; *Self Evaluation (Individuals); *Skilled Occupations; *Trade and Industrial Education; *Vocational Aptitude; Vocational Interests

This learning activity package is designed to help learners select a trade in which to apprentice, to think about personal factors and to understand typical job requirements and situations. The package offers information about over 200 occupations. After completing the package, learners should have a realistic idea about how well prepared they are to deal with job conditions in the occupations selected for additional study. Five units address the following topics: (1) occupational compatibility--a self-evaluation; (2) scoring and comparing one's occupational compatibility; (3) analyzing one's compatibility score; (4) discovering more about selected occupations; and (5) additional resources to help in the choice. Each unit contains some or all of these components: objectives, considerations to think about while the learner completes the unit, informational material, activity or activities, and considerations to think about when the learner completes the unit. A scoring key for occupations, listing common job characteristics and requirements, and including charts for scoring, is appended. (VLB)

ED 357 188

CE 063 569

Apprenticeship: A Partnership 3. A Learning Activities Package about the Apprenticeship Classroom.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond;

Virginia State Dept. of Labor and Industry, Richmond.

PUB DATE- Sep 91

NOTE- 36p.; For other titles in this series, see ED 328 679-681 and CE 063 568-571.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Classroom Communication; *Classroom Environment; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; *Skilled Occupations; Student Behavior; Student Characteristics; Student School Relationship; *Study Habits; Success; *Trade and Industrial Education

This learning activity package is designed to help the learner understand and classes in apprenticeship-related instruction. Three units address what happens in apprenticeship classrooms, what should not be done in apprenticeship classrooms, and how to do one's best in an apprenticeship classroom. Each unit discusses problems that many students have in the classroom and each unit contains some or all of these components: objectives, considerations to think about while the learner completes the unit, informational material, activity or activities, and considerations to think about when the learner completes the

glossary of terms concludes the report. (VL0)

ED 357 207

CE 063 606

Roegge, Chris A.; And Others
Using Concept Mapping Techniques to Compare Stakeholder Groups'
Perceptions of Tech Prep.

PUB DATE- 13 Apr 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Atlanta, GA, April 13, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Academic Education; Administrator Attitudes;
*Articulation (Education); *Cooperative Programs; Definitions;
Educational Attitudes; High Schools; *Integrated Curriculum;
Research Methodology; Teacher Attitudes; *Technical Education;
Two Year Colleges; Vocational Education

IDENTIFIERS- *Concept Mapping; *Tech Prep

A study was conducted to develop a conceptual framework for tech prep programs based on the perceptions of personnel involved in the planning and implementation of local tech prep programs. A structured conceptualization process called concept mapping was used to develop a pictorial representation of stakeholders' perceptions of tech prep. Using a set of 97 defining statements related to tech prep, documents were analyzed and individual and group interviews were conducted. Rating instruments were sent to 450 randomly selected tech prep stakeholders in Illinois, with 156 responses received. For analysis the responses were divided into four subgroups: state education staff, employers, secondary educators, and postsecondary educators. Clusters identified by the stakeholders using concept mapping were as follows: outcomes, planning and support, external involvement, articulation and integration, benefits, enrollment incentives, staff development, program components, and populations served. All subgroups were similar in their conceptual views of tech prep. Differences existed in their views on the importance of various factors, especially between state staff and others. The study showed that concept mapping is an effective tool for getting the stakeholder groups to conceptualize tech prep. It did not lead to a definition of tech prep, but it pointed further research in the direction of school- and work-based outcomes. (KC)

ED 357 208

CE 063 607

Learner Support Services in Further Education. A Commentary on
Current Developments.

PUB DATE- 93

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Adult Students; College Programs; Continuing
Education; *Educational Attitudes; *Educational Change;
*Educational Practices; Foreign Countries; Higher Education;
*Program Improvement; *Student Personnel Services; Technical
Institutes

IDENTIFIERS- *England

This report is based mainly on two studies that sought to describe the prevalence and extent of student support services in further education (FE) colleges in England. Information for

statement; a list of CES values; and a discussion of the steps being taken to translate the CES's current vision of diversity into reality. The next section details the CES action plan for achieving the following goals: commitment to pluralism, environment for diversity and pluralism, work force diversity, audience and program diversity, full and influential participation, and equitable partnerships. A brief statement of CES future goals and a timeline are provided. A 14-item bibliography and list of task force members conclude the document. (MN)

ED 357 226

CE 063 629

Joughin, Gordon; And Others
Distance Learners' Approaches to Studying: The Nature of "Deep" and "Surface" Approaches Reconsidered.

PUB DATE- Nov 92

NOTE- 12p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Style; *Distance Education; Foreign Countries; Learning Motivation; *Learning Processes; Memory; Postsecondary Education; *Student Motivation; *Study Habits IDENTIFIERS- University of Southern Queensland (Australia)

"Deep" approaches to learning, as defined by Biggs (1987) and others, would generally mean that a student is interested in the academic task, searches for meaning in the task, personalizes the task, integrates aspects of the task into a whole, sees relationships between this whole and previous knowledge, and tries to theorize about the task. A student who adopts a "surface" approach, on the other hand, sees the task as a demand to be met to reach some other goal, sees the aspects of the task as discrete, is worried about the time the task is taking, avoids personal meanings in the task, and relies on memorization. The construct of "deep" and "surface" approaches to study was studied using a sample of 1,843 distance education students at the University of Southern Queensland, Australia. The research was part of a broader study that used a modified version of the Distance Education Students' Progress Questionnaire (DESP). The results of the study indicate that students are memorizing within a deep approach, a construct that had been considered at odds in earlier research. The study also noted the absence of "questioning" from the deep approach subscale, asking how deep learning can exist in the absence of such questioning. The study points to a somewhat different meaning of "deep approaches" than has previously been perceived. The findings give rise to questions and potential concerns about the curriculum, teaching methods, and assessment regimes experienced by these students and the nature of the distance learning context and how this context is construed by distance learners. (Contains 13 references.) (KC)

ED 357 227

CE 063 630

Dowd, Steven B.
Curriculum Development and Alignment in Radiologic Technology.

PUB DATE- 93

NOTE- 15p.

LANGUAGE- English

Programs; *Hospital Personnel; *Literacy Education; On the Job
Trainings; *Outcomes of Education; *Program Development; Program
Effectiveness; Student Recruitment
IDENTIFIERS- *Workplace Literacy

PLAN, Inc., a nonprofit, community-based literacy training program, conducted a workplace literacy training program in partnership with the Washington (D.C.) Hospital Center (WHC). During an 18-month period, the program provided workplace literacy training and career development skills to employees in several service departments and nonprofessional job categories throughout the hospital center. As part of the project, PLAN conducted a job task analysis and literacy audit at WHC to determine the actual literacy skills needed to perform workplace tasks. This information was used to design the overall training program. The literacy skills and career development curriculum and instructional materials were based on the results of the analysis and audit. Prospective participants were recruited and then evaluated and placed using criterion-referenced tests that relate to instructional and performance objectives; test items were based on actual and simulated job materials. Some problems developed with regard to the job analysis and literacy audit, but they did not preclude project staff from gathering enough information to produce instructional materials. The program provided literacy services to 103 employees (83 percent of the target number) and career development assistance to 156 persons (exceeding the goal of 150 workers). Outside evaluation of the project showed that the employees who received training improved not only their workplace literacy but also their productivity. (Samples of workplace recruitment materials, the participant survey instrument, and instructional materials are included in the report.) (KC)

ED 357 244

CE 063 654

Andrew, Erika Nielsen; Grubb, W. Norton

Making High Schools Work: Patterns of School Reform and the

Integration of Vocational and Academic Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- Dec 92

NOTE- 162p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Education; *Educational Change;
*Educational Improvement; Educational Philosophy; *Educational
Practices; Educational Trends; Futures (of Society); High
Schools; *Integrated Curriculum; Models; Program Improvement;
*Vocational Education

A survey of various reform efforts was made to clarify the similarities and differences between them and efforts to integrate vocational and academic education. The survey revealed four distinct approaches to school reforms: (1) teacher professionalization; (2) curricular and teaching reform; (3) schools of choice; and (4) restructuring. According to the results of the survey, the most ambitious efforts at vocational and academic integration are attempts to reconstruct the high school. Elements required for reform efforts to succeed include the following: vision and commitment, consistent support from administrators and state officials, new resources--especially for release time and time for teachers to be together during the day, sustained effort, teacher training, teacher support, and shared power. (The report includes a list

service delivery areas were randomly assigned to treatment (allowed access to the program) or control groups. Analysis was based on a subsample of 17,026 participants interviewed 18 months after assignment. Different service strategies (classroom training, on-the-job training/job search assistance, and other services) were used for four subgroups: adult men, adult women, out-of-school male youths, and out-of-school female youths. Findings included the following: (1) Title IIA had generally positive effects on employment and earnings of adults in the treatment group; (2) it had little or no effect on average earnings of female youths, actually reduced earnings of male youths, and had no significant effect on youth employment rates; (3) almost all the negative impact on male youths' earnings was among those who had been arrested between age 16 and random assignment (25% of the subgroup); (4) earnings impacts reflected amount of time worked and how much was earned per hour; and (5) sites did not differ significantly in degree of effect on earnings. It was concluded that JTPA Title IIA is helping raise the earnings of many participants, especially adults. It is possible that adult/youth differences are the result of age alone. Ways to improve program effects for those groups negligibly or adversely affected by the program will require experimentation with a range of alternative service strategies and rigorous evaluation of their impacts. (Appendices contain the following: comparison of study sample with nationwide Title IIA participants; comparison of baseline characteristics of treatment and control groups; data sources; sample definition and impact evaluation method; comparison of data from first follow-up survey and state unemployment insurance agencies; analysis of nonenrollees; estimation of impacts on latent wage rates; and exhibits on out-of-school youth. There are 67 references and 156 data tables.) (VLB)

ED 357 262

CE 063 690

Bruening, Thomas H.; Martin, Robert A.
Farmer Perceptions of Soil and Water Conservation Issues:
Implications to Agricultural and Extension Education.

PUB DATE- 4 Dec 92

NOTE- 9p.; Paper presented at the American Vocational Association
Convention (St. Louis, MO, December 4, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Farmer Education; Agricultural Education;
Attitudes; Conservation (Environment); *Conservation Education;
Farmers; Human Resources; Information Sources; Rural Extension;
Soil Conservation; *Teaching Methods; Water Pollution; *Water
Quality; Water Resources

IDENTIFIERS- *Iowa

A sample of 731 farmers was surveyed to identify perceptions regarding selected soil and water conservation practices. The sample was stratified and proportioned by conservation district to have a representative group of respondents across Iowa. Items on the mailed questionnaire were designed to assess perceptions regarding issues in soil and water conservation, educational techniques and program usefulness, and usefulness of information sources. The descriptive statistical procedures subprogram of the Statistical Package for the Social Sciences was used to analyze data from 432 usable responses. Four conclusions were reached: groundwater and water quality issues were of greater concern than soil conservation issues; field

This bibliography draws together the best sources of information currently available concerning the parental role in children's career development and family involvement in career development programs in the schools. Twenty-nine citations from ERIC and other databases include administrative materials, information analyses, journal articles, opinion papers, and research reports. Two articles, representative of current wisdom in the field, are reprinted: "Helping Parents Understand Career Education" (Kenneth Hoyt) and "The Role of the Parents in Career Education" (Patti Meekison). Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

ED 357 281

CE 063 750

Tech-Prep. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 91

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reference Materials - Bibliographies (131)

DESCRIPTORS- Ancillary School Services; Annotated Bibliographies;

*Articulation (Education); Associate Degrees; College School Cooperation; *Cooperative Programs; *Coordination; Curriculum Development; Educational Certificates; Educational Cooperation; Educational Improvement; Educational Research; High Schools; Institutional Cooperation; *Labor Force Development; Labor Needs; Postsecondary Education; Program Descriptions; State Programs; *Statewide Planning; Student Certification; Two Year Colleges; Vocational Education

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990;

*Tech Prep

This bibliography shows how various states are dealing with the work force crisis and provides examples of tech prep articulation agreements. Forty citations from ERIC and other databases include guides, research reports, project descriptions, conference papers, and position papers. Three articles, representative of current wisdom in the field, are reprinted: "Vocational Education: Issues for Our Future" (Marvin Feldman); "2 2 Tech-Prep Associate Degree Program: Program Activities and Support Services" (Judith Marmaras); and "Technology Education Partnerships: Arkansas Articulation" (Dale Thompson et al.). Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

ED 357 282

CE 063 751

Technology Education. A Bibliography Update.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 90

NOTE- 38p.; Update of ED 310 281.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Behavioral Objectives; Conference Proceedings; Curriculum Guides; *Educational Change; Industrial Arts; Instructional Materials; *Program Implementation; Secondary Education; Task Analysis; Teaching

child abuse effects. Furthermore, the CAT scale demonstrated considerable predictive ability as a measure of the underlying traumatic aspects of childhood maltreatment and thus is a promising heuristic tool. This study showed that in a nonclinical population, across all types of abuse and for both males and females, child maltreatment can have devastating effects on the survivor's life. Further studies are needed to extend the use of this heuristic tool, as well as to continue building a comprehensive theoretical model of the effects of childhood maltreatment. (Author/ABL)

ED 357 300

CG 024 850

Rajagopalan, Vaidehi; And Others
Gender Roles, Obedience, and Chastity in India and the United States.

PUB DATE- Apr 92

NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Cultural Differences; Foreign Countries; Higher Education; *Obedience; *Sex Differences; *Sex Role; *Sexuality; Student Attitudes

IDENTIFIERS- *India

Most studies of gender roles in India have emphasized the subordinate roles of women, especially in comparison to the women in the United States. In contrast, the traditional dominant role of Indian women in the domestic aspects of family has not received as much attention. The present study compared the attitudes of college students in the United States and in South India toward the traditional roles of women, men, and children. The Historic-Socio-Cultural Premises Scale was administered to 21 male and 20 female college students in India and to 30 male and 35 female college students in the United States. Results indicated that although students in India, in general, held more traditional views than did students in the United States, the findings also reflected the dominance of Indian women within the domestic sphere in that they demand their children's obedience. On the other hand, the difference between men and women in India with regard to female chastity was the most significant finding. Even though women in India expressed the most traditional views regarding obedience in children, they expressed less traditional values than did men with regard to chastity. This may be because cultural concerns with female chastity in India have placed the woman in a weak and docile position, while the man in the traditional setting occupies the superior status of the "protector." It should be noted, however, that there are extreme regional and economic diversities between Northern and Southern India and obvious class differences among the population as a whole; hence further studies would be required to take these differences into account. (ABL)

ED 357 301

CG 024 851

Belansky, Elaine S.; Coleman, Lerita M.
Predicting Reconstructive Errors: The Role of Stigma in Women.

PUB DATE- Aug 92

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

in a multi-ethnic and multicultural elementary school. A target group of eight fifth-grade students who lacked these skills was established. The program contained five basic strategies for increasing study skills and academic achievement: organizing and time management, note taking, establishing goals, guidelines and responsibilities, parental involvement, and increased academic achievement by working in a "buddy" system. Success was measured by comparing results of pretests and posttests, along with parental survey and involvement. All the program objectives were met, with the target group improving dramatically in all areas. (Appendixes include assessment materials, analysis of assessment data, parental survey, and information that was distributed to students and parents.) (Author/RS)

ED 357 320

CS 011 287

Jostes, Kara J.

Improving Leisure Reading Habits of Middle School Children with Learning Disabilities.

PUB DATE- Apr 93

NOTE- 90p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Grade 7; Instructional Effectiveness; Junior High Schools; Junior High School Students; *Learning Disabilities; Middle Schools; Program Effectiveness; Program Implementation; *Reading Habits; *Recreational Reading; Student Needs; Sustained Silent Reading

IDENTIFIERS- Middle School Students; Reading Behavior

The lack of leisure reading of learning disabled seventh graders was addressed by the implementation of a 3-part reading program. First, a sustained silent reading program was established school-wide on a daily basis. Second, a target group of 15 seventh grade learning disabled students participated in sustained silent reading with writing twice a week. Third, the same control group was involved in a reading incentive program to encourage leisure reading at home. Success was measured by comparing statistics important to student attitudes about reading, student reading habits, the length of time spent reading and responding to reading materials by writing in journals. Results indicated that all three areas were successful. (Appendixes include pre- and post-survey instruments and results of student, parent, and teacher surveys; basic achievement skills sample and results; journal question suggestions; and faculty mid-evaluation results.) (Author/RS)

ED 357 321

CS 011 288

Anderson, Laurel M.

Designing and Implementing a Jointly-Planned Unit: Expanding Thematic Units beyond the Textbook.

PUB DATE- 93

NOTE- 22p.; Education Project, Indiana University. Some photographs and worksheets may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Class Activities; Classroom Environment; Elementary School Science; Grade 1; Instructional Effectiveness; *Instructional Improvement; Primary Education; *Student

Downing, David B.; Sosnoski, James J.
Professing Literature in 2015.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communications (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Cultural Context; *Educational Environment;
*Electronic Mail; *Futures (of Society); Higher Education;
Instructional Innovation; *Literature Appreciation; Seminars;
Teaching Methods; Technological Advancement

IDENTIFIERS- *Academic Discourse Communities; Dialogic
Communication; Intellectual Community

In a futuristic scenario, electronic environments and media might be used to foster a sense of connectivity and intellectual community in a literature seminar. "Cultural Turns" is both the title of the seminar and the justification for it: culture's turn from printed to electronic communication opens up new possibilities for contemporary cultural theory, pedagogy, and intellectual exchange. The course has been designed as an introduction to contemporary theory and pedagogy and focuses on those issues that will be encountered by teachers entering a profession increasingly under pressure to respond to the general public about curricular issues. The seminar proceeds in four main phases: (1) conferring in an open forum using e-mail as a stage on which to perform "conversational jazz"; (2) clustering collaboratively around a problem in a more intense and personally committed conversation; (3) retelling of the problem (for instance, the role of the teacher's authority in the classroom) as a personal narrative; and (4) producing a cycle of correspondence constituting a collection of research notes toward the resolution of the mutually perceived problem. If the wish is for more caring, collaborative, and dialogic educational environments, the available media should be used to construct the kind of virtual classrooms that are necessary. (SAM)

Vandenberg, Peter
Compromise and Conciliation: Frame Alignment Theory in the
Argument Class.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (44th, San
Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Audience Awareness; Higher Education; *Persuasive
Discourse; Writing (Composition); *Writing Instruction

IDENTIFIERS- Composition Theory; *Frame Alignment Theory
"Frame alignment"--the conscious process of creating
correspondence between one's own "frame" (ways of making
meaning out circumstances) and someone else's--is a necessary
condition for participation in organized social movements.
Frame alignment processes may offer a generative and useful

privileges resistance, that keeps student and tutor talking about their differences until they find "some common grounds for agreement that are sufficiently complex to be agreeable" (in the words of Kurt Spellmeyer) to both parties would be preferable to pretended mastery and assumed consensus. (SAM)

ED 357 360

CS 213 814

Soven, Margot
Ethics, the Classics, and the Rhetorical Tradition: Integrating the Curriculum.

PUB DATE- Aug 92

NOTE- 10p.; Paper presented at the Conference on Ethics and Teaching (Colorado Springs, CO, August 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Curriculum; Core Curriculum; Cultural Context; Curriculum Development; Faculty Development; Higher Education; *Humanities; Integrated Curriculum; Rhetoric; Writing Across the Curriculum

IDENTIFIERS- *La Salle University PA

A 2-year seminar (jointly funded by the National Endowment for the Humanities and the Pew Charitable Trusts) explored ways faculty at La Salle University in Philadelphia (Pennsylvania) might integrate the emphasis on self-awareness as well as the historical, political, and ethical insight common in humanities courses with courses in other disciplines. The seminars, held among 15 faculty members, focused on central humanistic texts that would influence the redesigning of curriculum-wide courses. The fall seminar, limited to Arts and Sciences faculty, addressed the core curriculum. The spring seminar, titled "Facing Up to Modernity" included faculty from the School of Business and the School of Nursing and focused on the revision of courses for majors. Seminar discussions modeled the value of blending philosophical, historical, and literary perspectives to understand those ethical conflicts that beset the economic, social, and political conditions of modernity. Faculty were encouraged to consider how themes explored in the seminar related to ethical dilemmas in their own fields. Though the scope of the seminars did not permit extensive discussion of pedagogy, part of the workshop sessions dealt with writing assignments and classroom practices useful for helping students explore ethical issues. Distinguishing dialectic from scientific demonstrative discourse enables the exploration of moral and political issues, as James Kinneavy's, James Berlin's, and Carol Schneider's work on rhetoric indicates. Some faculty revised their courses almost immediately, and representative comments from other faculty show how they transformed their approaches. (SAM)

ED 357 361

CS 213 815

Van Noate, Judith, Comp.

Aphra Behn--Fiction: Sources for Criticism.

PUB DATE- 93

NOTE- 16p.; Very small print on some pages may affect legibility. For other guides in this series, see ED 329 982-989 and CS 213 816-817.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

*Text Structure
 IDENTIFIERS- *Burke (Kenneth); Dramatistic Criticism; Pentadic Analysis; Poststructuralism
 "Verbal atom cracking," according to Kenneth Burke, entails a process where the reader reconstructs what the writer has constructed--a necessary process before the reader can begin deconstructing. Foregrounding opposites, rather than looking for opposites, may not be the best way to approach discourse that covers especially esoteric interdisciplinary territory. Looking for opposites involves "seeing from two angles at once"; thus all perspectives are incongruent. In rhetorical analysis, all elements are interconnected by the key word in Burke's system: identification. Reconstructing means searching for identifiable cues to the writer's motives. These are usually found by analyzing the form of a text. Burke discusses five aspects of form as: (1) progressive; (2) repetitive; (3) conventional; (4) minor or incidental; and (5) interrelational or overlapping. By identifying a variety of clusters by "reconstructing" them, the reader achieves textual identification. To find clusters, Burke says readers must look for "looping curves." These might take the form of key metaphors or representative anecdotes. Learning to read in revision through reading, to see at various angles, to see that language functions by hierarchizing sets of terms, to see how both writers and readers idealize some categories and debunk others is a way of beginning to think, read, and perhaps write in terms of apposition rather than opposition. This is an effective way to approach teaching a seminar in rhetoric. (SAM)

ED 357 380

CS 213 837

Becker, Susan

Life-Long Learning: A Reality for All?

PUB DATE- Nov 92

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Environment; *Community Colleges; Higher Education; *Lifelong Learning; Nontraditional Students; *Teacher Behavior; *Teaching Methods; Two Year College Students; *Writing Instruction

IDENTIFIERS- *Illinois Central College

The diverse student body at Illinois Central College has an average age of 30. For such students, life-long learning equips them to move beyond provincial aspects of their own communities and to place value on other heritages as well. To reach the diversity of the students found in the community college composition classroom, teachers need to create a nonthreatening environment and then skillfully manage the room, the inhabitant, and the activities. Teachers can do this by: offering get-acquainted exercises so that teacher and students can quickly come to know one another; encouraging students to take active responsibility for self; avoiding focusing all of the attention during a class session on the teacher; being flexible in course plans; encouraging collaboration; administering simple learning style profiles; promoting feedback; determining office hours by consulting student schedules as well as teacher schedules; offering individual

language speech perception in infants and adults, have implications for second-language learning, and are consistent with data on the representation of cognitive categories outside the domain of speech. The results support a new model which describes how innate factors and experience with a specific language interact in the development of speech perception.
(Author)

ED 357 399

CS 508 174

Mongeau, Paul A.
The Brainstorming Myth.
PUB DATE- 15 Feb 93

NOTE- 27p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Brainstorming; *Communication Research; Creative Thinking; Elementary Secondary Education; *Group Dynamics; Higher Education; Literature Reviews; Nominal Group Technique

IDENTIFIERS- Idea Generation

Noting that brainstorming remains a very popular means of idea generation despite considerable research evidence to the contrary, this paper attempts to debunk the brainstorming myth by first critically reviewing the claims advocating brainstorming and the data supporting these claims. The paper discusses the social science research relevant to brainstorming groups versus nominal groups (which are composed of individuals who do not interact), followed by a review of the explanations that have been developed to explain that literature. Since no single explanation appears to rectify the brainstorming literature, appropriate characteristics of future brainstorming explanations are discussed. Finally, a comparison is made between how brainstorming was initially conceptualized and how it has been operationalized in research. The paper concludes that many potential research avenues await the curious researcher. (Contains 22 references.) (RS)

ED 357 400

CS 508 176

Proceedings of the Annual Conference of the Canadian Communication Association (Ottawa, Ontario, Canada, 1993) = Actes du Congrès annuel, Association Canadienne de Communication (Ottawa, Ontario, Canada, 1993).

PUB DATE- 93

NOTE- 57p.

LANGUAGE- English; French

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Factor Analysis; Foreign Countries; Journalism; *Mass Media; Mass Media Role; Popular Culture; Science and Society

IDENTIFIERS- Canada; Social Constructivism

This paper presents abstracts of 80 individual papers and panel discussions that deal with journalism, popular culture, mass media, "science" in public discourse, the social construction of communication technologies, factorial analysis as a research tool, and other issues in communication. Almost all of the abstracts in the paper are presented in French and in English.
(RS)

to apply these broad findings to their situations. A school-improvement model used by the Scarborough Board of Education in Toronto, Canada, emphasized the ongoing nature of change in education. The model recognizes that advances in curriculum require collaboration and cooperation by many in the educational community. Under the Scarborough plan, each school was required to develop a customized and long-range Curriculum Management Plan with the help of the school district and school board. The process of curriculum review, development, and implementation began in 1982 and continued to 1989 when a progress study was done of the schools. The study revealed that the schools were involved in the process and experienced positive changes in the classroom. However, a balance had to be maintained between the roles of the schools and the district office, and change had to have ongoing support. (JPT)

ED 357 420

EA 024 763

Baird, William

Focused Group Interviews with Principals or Designates, and Special Education Resource Teachers (SERTS), from the Blueprint Pilot Schools.

PUB DATE- Jan 91

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Development; Foreign Countries; Public Schools; Secondary Education; *Special Education; *Specialists; *Special Needs Students; Student Development; *Teacher Role IDENTIFIERS- *Scarborough Board of Education ON

The Blueprint for the Future program began in 1989-90 in 20 pilot schools in the Scarborough school system in Ontario, Canada. School support teams were established and the role of special-education resource teachers (SERT) was expanded through inservice training. Focused group interviews with principals and SERTs were conducted to determine progress of the schools in implementing the Blueprint plan. Principals also were given a short questionnaire on the school support teams. Results of the interviews showed that both principals and SERTs agreed that the SERT role had been expanded under the Blueprint plan. Blueprint also improved programming and monitoring of students with special needs. Other benefits cited included improved collaboration and communication, fulfillment of student social and emotional needs, improved staff perception of special-needs students, school-based decision making, improved administrative efficiency, positive reactions from parents and positive reaction from students. Concerns about the Blueprint program included effects on the special education continuum; inadequate customization to schools, insufficient inservice education, high SERT job requirements, procedural problems, and networking issues. Other problems included heavy workloads, increasing expectations of teachers, satisfying different parental expectations, and a lack of resources. Two substantial appendices include memos, instructions, and protocols as well as comments from principals and SERTs. (JPT)

ED 357 421

EA 024 764

Manning, Susan; And Others

Charting the Voyage of Planned Educational Change: Year One--The Scarborough Transition Years Pilot Projects.

PUB DATE- Feb 92

Opportunities; *Equal Opportunities (Jobs); *Racial Discrimination; *Sex Discrimination

Civil rights laws have not gone far enough to ensure equal employment opportunity for women and minorities. This is because most jobs in the United States are acquired through informal contacts, which are out of the reach of civil rights laws. This book compares race and gender differences in the use of informal jobs contacts among public school administrators, and reveals an employment structure preferential to white males. The introductory chapter discusses the importance of informal jobs contacts. Chapter 2 details the public school administration history in the United States and how the informal jobs contacts network developed. In chapter 3, results of a national survey of 281 public school superintendents are presented. A macrolevel perspective is used in chapter 4 to examine why minorities are at a disadvantage in the job market. Chapter 5 compares the race and sex of school superintendents with that of their job contacts and details how different demographic groups use contacts. Chapter 6 presents the demographic characteristics of school superintendents surveyed. The final chapter offers summaries, conclusions, and implications. The appendices include survey information as well as civil rights laws and court decisions. (Contains 69 references.) (JPT)

ED 357 440

EA 024 853

Rosen, Lou
School Discipline Practices. A Manual for School Administrators.
PUB DATE- 92

NOTE- 145p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160); Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administrator Guides; Check Lists; Court Litigation; *Discipline; *Discipline Policy; *Discipline Problems; Due Process; Elementary Secondary Education; Equal Education; Federal Courts; Juvenile Gangs; Models; Problem Solving; Punishment; School Law; *School Policy; School Security; *Student Behavior; Student Responsibility; Student Rights; Substance Abuse; Violence

IDENTIFIERS- *Supreme Court

One of the most difficult and time-consuming set of problems school administrators face each day has to do with student discipline. This manual provides a series of suggestions on ways that successful schools and administrators deal with discipline problems. Models and examples included are intended to stimulate and assist practicing administrators when they attempt to review discipline procedures and practices in their schools. The manual is organized into seven chapters on the following topics: (1) the need for school rules; (2) the need for consequences for misbehavior; (3) the need for conflict management; (4) the need for procedural justice; (5) the need for equal opportunity; (6) the need for violence-free campuses; and (7) the need for drug-free schools. Numerous sample forms such as "Daily Assignment Log," "Weekly Behavior Contract," and "Twelve Ways to Settle Disputes," are dispersed throughout the manual. Excerpts from four Supreme Court cases are included in an appendix: "In re Gault" (1966); "Tinker v. Des Moines Independent Community School District" (1969); "Goss v. Lopez"

Valerio, Fernando

Fiscal Shock, Wage Compression, and Structural Reform: Mexican Adjustment and Educational Policy in the 1980s. Special Subseries: Fiscal Policy and the Poor. Innocenti Occasional Papers Economic Policy Series, Number 17.

PUB DATE- Jun 91

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Economic Impact; Educational Assessment; *Educational Change; *Educational Development; *Educational Finance; Elementary Secondary Education; Financial Problems; Foreign Countries; Higher Education

IDENTIFIERS- *Mexico

In 1981, at the end of a long period of economic growth in the Mexican economy, the national education system had grown considerably to where one out of three citizens was enrolled in school. Student enrollment for 1981-82 was 22.7 million, almost double enrollment for 1970. Close to 90 percent of those students were in primary and secondary education. During the period 1970-81, secondary school enrollment grew at an annual rate of 10.6 percent. Secondary education was available to 86.6 percent of children graduating from primary school. However, schools still experienced high rates of failure and desertion. Advances were also made in higher education, in fighting adult illiteracy, and in helping those who had not finished primary or secondary education. However, from 1982 to 1988, Mexico experienced increased social and economic polarization due to a financial crisis. Consequently, educational advances lost momentum. In some areas of postprimary education, program coverage declined. There was a lack of educational models to meet new demands, and economic hardship on the poorest sectors of society increased. Adult illiteracy also increased, and educational disparities between states continued. Authorities' efforts to counteract the effects of the economic crisis on education were inadequate and lacked national and international support. (Contains 39 references.) (JPT)

ED 357 461

EA 024 884

State of the State: Education Performance in North Carolina, 1992. Revised.

PUB DATE- Feb 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Outcomes of Education; Public Schools; *School Effectiveness; State Action

IDENTIFIERS- *North Carolina

An evaluation of North Carolina's public school system is provided in this report, which uses student academic performance as a primary indicator of educational effectiveness. The first two sections describe characteristics of North Carolina and its schools, with a focus on public school population, enrollment, and funding. Section 3 focuses on student achievement and compares the performance of North Carolina students to the performance of students in other

PUB DATE- Jan 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Equity (Finance); Educational Finance;

Elementary Secondary Education; *Finance Reform; *Financial

Problems; Public Schools; *State Aid; State Government

IDENTIFIERS- *Illinois

The Illinois Task Force on School Finance was created in 1990 to devise a plan to ensure adequate state funding for all school districts at greater levels. The task force's plan for 1993 provides for funding of an adequate education and creates a more equitable distribution of educational revenues. The first part of this report presents an overview of the equity and adequacy problems confronting elementary and secondary education. The second part summarizes the 30 task-force meetings that led to the formation of the recommendations. The third part provides task-force recommendations for change in the method of financing elementary and secondary education. The fourth part contains comments of task-force members who did not totally agree with specific portions of the recommendations. Appendices A-J include the task force's purpose and scope, a proposed methodology for adequate state funding, alternatives for school-finance reform, a progress report for school-finance reform in elementary and secondary education, core issues of school-finance reform in elementary and secondary education, the task-force working paper, a summary of public hearings, 1989 McMahon Index and collapsed index for Illinois counties, school district tax-rate limitations, and a general state-aid simulation table. (JPT)

ED 357 482

EA 024 907

New Hampshire's Response to National Education Goals for the Year 2000.

PUB DATE- Apr 92

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Educational Assessment;

*Educational Change; *Educational Objectives; Elementary

Secondary Education; Outcomes of Education; Public Schools;

*Student Development

IDENTIFIERS- *National Education Goals 1990; *New Hampshire

In its effort to meet the challenges of the National Education Goals, New Hampshire is emphasizing three major goals: develop an outcome-based assessment program; formulate major reforms in science and mathematics education; and support the "break the mold" schools program. All state policies and programs are guided by common themes: children are the future, individuals and families must be taught problem-solving skills, community-based agencies best serve citizens' needs, and a well-informed public will support reform. This document outlines the state's plans for meeting the six National Education Goals: (1) ensuring that all children start school ready to learn; (2) a high school graduation rate of at least 90 percent; (3) student competency in English, mathematics, science, history, and geography at three grade levels; (4) making students the first in the world in mathematics and science; (5) adult literacy and competency as world citizens; and (6) schools free of drugs and violence. Four themes of the National Education Goals also

Education Finance Association (Albuquerque, NM, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; *Fiscal Capacity; Property Taxes; State Action; Tax Allocation; Tax Effort; Tax Rates

IDENTIFIERS- *Auburn City School District NY

This report describes findings of a study conducted by the Auburn Enlarged City School District that examined the ability of New York school districts to pay for their students' educational needs. The methodology used involved an economic comparison of the largest 80 New York school districts selected on the basis of enrollment and an analysis of data for the years 1988 and 1991. The following aspects were examined: district full value; tax rates; state aid; total revenue; combined wealth ratio; enrollment trends; and small cities aid. Findings indicate that the state aid formulas, when adequately funded and without capping losses, are able to address the economic disparities among the districts. Revenue available for education was changed by reducing state aid to education and replacing it with rapid increases in property values. Because small cities lack a sufficient tax base to fund education, it is argued that the state is responsible for ensuring that the formulas provide equal educational opportunities for all students. Nineteen exhibits are included. (LMI)

ED 357 502

EA 024 942

Jacobson, Stephen L.; And Others

Toward a Reconceptualization of Absence in the School Workplace: Teacher Absenteeism as Invention and Social Exchange.

PUB DATE- Mar 93

NOTE- 35p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Elementary School Teachers; *Employee Absenteeism; *Interaction; *Organizational Climate; *Teacher Attendance; Teacher Motivation; *Work Environment

IDENTIFIERS- *New York

Findings of a study that formulated and tested new ways of thinking about teacher absence are presented in this paper, which is based on the premise that teacher absenteeism is a social invention that must be studied within the context of the work site and understood as a function of the social exchange that occurs therein. Prior research has used either the individual or the organization as the primary unit of analysis. This paper suggests that a complementarity exists between these perspectives, indicating a need to better understand how workplace norms are established through social interaction in individual schools. Teacher attendance data for 1989-1990 through 1991-92 were collected from four elementary schools in a western New York school district. Eleven individual/organizational variables were regressed on the frequency of short-term absence. No significant relationships were found. When schools were rank-ordered by attendance, a consistent pattern emerged that suggests the existence of a workplace attendance norm, or "absence culture," that may negate the effects of individual variables. To explore this

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; *Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; *Instructional Design; *Interdisciplinary Approach; *Learning Disabilities; Parent Teacher Cooperation; Staff Development; Student Characteristics; Teaching Methods; *Thematic Approach; *Units of Study

This text presents an approach to the teaching of students with learning disabilities which places teachers in the development phase of instruction rather than serving as implementors of "canned" curriculum. The thematic approach presented allows the current curriculum of any school or school system to be adapted to the needs of students. It accounts for the learning modalities and styles of individuals while still teaching the content and skills of any given curriculum. The book begins with an overview of curriculum and curriculum development, describes classroom interventions using a thematic approach for students with learning disabilities, and identifies activities that can unify the home with the classroom in applying thematic units. Part II describes characteristics of students with learning disabilities and methods for creating effective learning opportunities. Part III offers a historical and philosophical perspective on thematic curriculums. Part IV discusses the role of staff development, the use of thematic curriculum in staff development, and development of thematic units. Each of the four parts concludes with a case study. An appendix lists goals and learning activities for nine monthly thematic units, and another appendix describes 11 supplemental strategies and methods recommended for use with students who have learning disabilities. Approximately 60 references are listed, followed by a list of approximately 65 suggested readings. (JDB)

ED 357 521

EC 302 063

Vogel, Susan A., Ed.

Educational Alternatives for Students with Learning Disabilities.

PUB DATE- 92

NOTE- 228p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Beginning Reading; Classroom Techniques; Computer Assisted Instruction; Elementary Secondary Education; Gifted Disabled; High Risk Students; Instructional Effectiveness; Interpersonal Competence; *Intervention; *Language Acquisition; *Learning Disabilities; Learning Strategies; Mathematics Instruction; Metacognition; Oral Language; Preschool Education; Reading Difficulties; Reading Instruction; *Teaching Methods; Writing (Composition)

This collection of papers is designed to provide an overview of validated practices that have been proven effective for children with language learning disabilities, preschool age through adolescence. The first section addresses oral language interventions, in "Preschool Language Intervention in the Classroom: Rationale and Organizational Structure" (Diane Paul-Brown) and "Linguistic Transitions in Children and Adolescents with Language Learning Disabilities: Characteristics and Training" (Elisabeth H. Wiig). Part 2 focuses on academic skill

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (Q55)

DESCRIPTORS- Financial Support; *Fund Raising; *Institutional Advancement; Marketing; *Nonprofit Organizations; *Strategic Planning

This collection of four fact sheets focuses on fund-raising for charitable nonprofit organizations. The fact sheets explain the distinction between nonprofit organizations and charitable organizations, the types of fund-raising, the goals of fund-raising, marketing techniques, the process of strategic planning, and the role of strategic planning in fund-raising. One fact sheet lists 17 specific creative fund-raising techniques, with brief descriptions and with an indication of the staff, cost, and planning time needed for each. (JDD)

ED 357 540

EC 302 082

Farley, Roy C.; And Others

Know Thyself: An Empowerment Strategy for Involving Consumers in the Vocational Evaluation and Planning Process.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (Q55); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (Q51)

DESCRIPTORS- Career Choice; Career Development; *Diagnostic Tests; *Disabilities; *Evaluation Methods; Job Skills; *Participative Decision Making; Test Interpretation; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; Vocational Maturity; Vocational Rehabilitation

IDENTIFIERS- Empowerment

Know Thyself Manuals contain test protocols and summaries of test interpretations and were developed to be given to vocational rehabilitation clients in order to involve them in the assessment process. This example of a Know Thyself Manual demonstrates how the "know thyself" strategy is operationalized in an evaluation center using the following assessment procedures: the Employability Maturity Interview, the United States Employment Services Interest Inventory, the General Aptitude Test Battery or the Nonreading Aptitude Test Battery, the MicroTOWER, Occupational Report, job sampling, Sixteen Personality Factors Questionnaire with the Vocational Personality Report, Work Temperament Inventory, Personal Capacities Questionnaire, Job Seeking Skills Assessment, Work Personality Profile, and Work Performance Assessment. Part I of the manual is designed to explain the evaluation process to the client, identifying the instruments used and the reasons for using them. Part II is designed to share the results of the evaluation with the client, followed by the counselor and client together making decisions based upon the results. The "know thyself" approach, which focuses on choosing a job, getting a job, and keeping a job, has been found to be effective in enhancing vocational development. (Contains 21 references.) (JDD)

ED 357 541

EC 302 083

did not receive special services. However, by age 32, the life course of most subjects had considerably improved, with less than 10 percent having criminal records and/or mental health problems; marriage, divorce, and employment rates similar to those of the cohort as a whole (though 80 percent were employed in semi-skilled jobs); and none on public welfare. Possible protective factors were identified and grouped into four clusters: temperamental characteristics, skills, and values; characteristics and caregiving styles of the parents; presence of supportive adults; and opening of opportunities at major life transitions. (Contains 16 references.) (DB)

ED 357 560

EC 302 103

Sciaccia, Kathleen

"Helpful People in Touch" Consumer Led Self Help Programs for People with Multiple Disorders, Mental Illness, Drug Addiction, and Alcoholism (MIDAA).

PUB DATE- 92

NOTE- 14p.; Paper presented at "The Person with Mental Illness and Substance Abuse" Conference (Philadelphia, PA, September 30, 1992). For related documents, see EC 302 104-105.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Alcoholism; Drug Abuse; Drug Addiction; Group Discussion; Integrated Activities; Intervention; Meetings; *Mental Disorders; Mental Health Programs; *Multiple Disabilities; Peer Groups; Program Development; Program Implementation; Rehabilitation Programs; *Self Help Programs; *Social Support Groups; *Substance Abuse

IDENTIFIERS- 12 Step Programs

This paper describes the consumer program, "Helpful People in Touch," a self-help treatment program for people with the multiple disorders of mental illness, drug addiction, and/or alcoholism. First, the terms, "Mentally Ill Chemical Abusers and Addicted" (MICAA) and "Chemical Abusing Mentally Ill" (CAMI) are defined and differentiated, with typical characteristics listed. Next, traditional 12-step self-help recovery programs are described and modifications for people with mental illness are discussed. Initial establishment of the new self-help group specifically for this population is then described; and discussion and activities of the first few meetings are summarized, including determination of the group's purpose, sharing of group work, identification of tasks to achieve goals, and development of ground rules. The role of professionals is examined, which involved attending planning meetings only, while ongoing meetings were led by group members. Reactions of four long-time participants in the group are cited. The program model is currently being implemented in other communities. (DB)

ED 357 561

EC 302 104

Sciaccia, Kathleen

Mental Illness, Alcoholism, Substance Abuse, Multiple Disabilities...Whose Patient, Whose Treatment Approach?

PUB DATE- Apr 89

NOTE- 27p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (New York, NY, April 1989) and at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 1989). For related documents, see EC

statistics, and data about preservice allied health training programs. The study found that shortages projected for the year 2000 equal about 50 percent of existing occupational therapists, over 200 percent of existing certified occupational therapy assistants, 87 percent of existing physical therapists, and 40 percent of existing speech-language pathologists. Reasons for the severe shortages include: (1) population trends have increased the demand for these services; and (2) the number of new professionals entering these fields has been reduced. Additional information needed to effectively plan for early intervention services is discussed. Strategies are offered for dealing with the anticipated shortages of allied health personnel, including contracting, increasing personnel supply, developing new service delivery models, redefining who should receive services, and delivering holistic developmental services. (Contains approximately 30 references.) (JDD)

ED 357 581

EC 302 128

Harbin, Gloria L.; Terry, Delores V.

Interagency Service Coordination: Initial Findings from Six States.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Feb 91

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agency Cooperation; Case Studies; *Coordination; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Infants; Preschool Education; Program Development; Program Implementation; State Programs; Toddlers

IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

In-depth case studies were conducted in six states, concerning interagency service coordination in implementing Part H of Public Law 99-457, which calls for a comprehensive and coordinated system of service delivery to developmentally delayed infants and toddlers and their families. Major findings included: (1) states were unable to answer questions critical to developing service coordination; (2) states were at different levels in the development of a vision of and a process for interagency service provision; (3) states' purposes in coordinating services were to coordinate a single aspect of the service system for developmentally delayed children, coordinate all services for developmentally delayed children, coordinate services for developmentally delayed and at-risk children, or coordinate all programs for children; (4) approaches taken were single agency only, single agency dominant, single agency as ringmaster, or separate interagency unit; (5) states varied in the number of factors facilitating the development of policies for interagency coordination; and (6) patterns emerged for successful development of interagency service coordination. Appendices contain a review of the literature and a discussion of the study's research methodology. (Contains approximately 35 references.) (JDD)

ED 357 582

EC 302 129

Hoban, Tim, Comp.

Resources for Families of Young Children with Disabilities: An Annotated Bibliography.

PUB DATE- 92

The author assumes that students are already familiar with some grammatical concepts and terminology such as the conjugation of verbs in the indicative mood and the use of pronouns. The main text is divided into 15 chapters dealing with grammatical concepts, conjugations, and explanations. Each chapter is followed by a series of exercises. The companion book contains three sections: the answer key to the exercises; a series of tests covering the 15 chapters sequentially; and answer keys to the exams. (LB)

ED 357 603

FL 020 962

Malcolm, Donald J.
Test Development Manual.

PUB DATE- 92

NOTE- 151p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Foreign Countries; Higher Education; *Language Tests; *Standards; *Test Construction; Test Content

IDENTIFIERS- *Kuwait

Various memoranda concerning language test development procedures and technical operations are compiled for staff at the Kuwait University Language Center from the Office of Tests and Measurement. The memoranda are of interest to Unit Test Representatives but also are intended to provide guidance to unit supervisors, course coordinators, and teachers in preparing statements of course objectives, formulating test-content specifications, writing and reviewing test items, and assembling final forms of tests. The document covers the following: job description of Unit Test Representatives, test production schedules, test development procedures, grammatical classification systems, test-form designation codes, behavioral objectives, item-writing mechanics, grammar/structure items, vocabulary items, reading comprehension items, items for measuring reading/listening skills, guide to reviewing multiple-choice questions, format, item-assembly procedures and form, reading/interpreting computer output, instructions for recordkeeping, calculating and using standard forms, staff assignments, and security systems for tests based upon the multiple-choice format and for item cards. (LB)

ED 357 604

FL 021 018

Jakobsen, Karen Sonne

Gruppeorganiseret og selvstyret fremmedsprogstilgængelse. Et undersøgelseseksperiment på RUC og Skolesprogene. Om fremmedsprogenes status og funktion i gymnasiet. ROLIG Papir 22 (Group Organized and Self Managed Foreign Language Acquisition. A Research Project at RUC and School Languages. On the Status and Function of Foreign Languages in Secondary Schools. ROLIG Paper 22).

PUB DATE- 81

NOTE- 102p.

LANGUAGE- Danish

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Planning; Financial Support; Foreign Countries; Higher Education; Program Descriptions; Secondary Education; *Second Language Instruction; *Second Language

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accounting; Behavioral Objectives; *Clerical Occupations; Community Colleges; Competency Based Education; Computer Oriented Programs; Educational Facilities; Evaluation Criteria; High Schools; Instructional Materials; Keyboarding (Data Entry); *Office Occupations Education; *Program Development; Program Guides; *Program Implementation; *Recordkeeping; Student Evaluation; Teacher Improvement; Teacher Qualifications

IDENTIFIERS- *Financial Records; Florida

This vocational program guide is intended to assist local administrators, regional coordinating councils, teachers, and others throughout Florida in offering a financial records clerk program. The following topics are covered: program content and structure (program description, job titles and descriptions, content, standards for program courses, curriculum framework, and student performance standards); facilities (design criteria; suggested equipment and supplies; suggested audiovisual equipment, supplies, and audiovisual aids, and safety); program implementation (student admission requirements, suggested instructional approach, suggested teaching methods, evaluation criteria, certificate of completion, student learning guide, cooperative training, and student organization participation); professional development (teacher standards and technical updating and professional organizations and support services); and instructional resources. A sample student learning guide is appended. The attached Career Merit Achievement Plan (Career MAP) is designed for use in recording the progress of students enrolled in a financial records training program. (MN)

ED 357 152

CE 062 042

Fire Fighting. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Nov 89

NOTE- 120p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Community Colleges; Competency Based Education; *Educational Facilities; Evaluation Criteria; *Fire Fighters; *Instructional Materials; Postsecondary Education; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; Student Evaluation; *Teacher Improvement; Teacher Qualifications

IDENTIFIERS- Florida

This vocational program guide is intended to assist local administrators, regional coordinating councils, teachers, and others throughout Florida in offering vocational education training in fire fighting. The following topics are covered: program content and structure (occupational description, state certification requirements, certificate application and testing, certificate fees, curriculum framework, and student performance standards); facilities (Department of Education design criteria, state fire marshal criteria, equipment and supplies, audiovisual equipment, pertinent terms, equipment, intent of these standards, and safety); program implementation

from ITE on the cost of training, provision of more places for off-the-job training, and establishment of the Council on Apprenticeship Training. Quality of training has been strengthened through support from Germany and training of industry trainers. (The appendices contain a list of apprenticeship courses, enrollment figures by course, and number of organizations participating by course.) (YLB)

ED 357 170

CE 063 311

Law, Song Seng

Overview of Vocational Training Programmes: Singapore Study.

PUB DATE- Apr 92

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Apprenticeships; Curriculum Development;

*Educational Development; *Educational History; Educational Improvement; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; Program Development; Program Effectiveness; *Program Evaluation; Standards; *Vocational Education

IDENTIFIERS- *Singapore

The history of technical and vocational education in Singapore goes back only to the mid-1960s, when it received attention in response to the policies of industrialization adopted when Singapore became an independent republic. Establishment of the Industrial Training Board (ITB) in 1973 was the first significant step toward formalizing vocational training outside the school system. The ITB merged with the Adult Education Board in 1979 to form the Vocational and Industrial Training Board, which was recently restructured and replaced by the Institute of Technical Education (ITE). The main training programs of the ITE are full-time, preemployment institutional training for school leavers, part-time continuing education and training for workers, and apprenticeship and industry-based training. A system of establishing skills standards and curriculum development has been established to ensure that courses are relevant and meet industry requirements. To evaluate program performance, ITE conducts surveys of employers, course evaluation, and employment experiences on a regular basis. A Feature Analysis Model is used to assess effectiveness of individual courses. New plans and strategies to upgrade the vocational and technical training system have been recommended and there will be renewed emphasis on apprenticeship and intensified efforts to promote continuing education and training. (Appendixes include organizational charts, course lists, data charts, and 10 references.) (YLB)

ED 357 171

CE 063 341

Vocational & Industrial Training Board Annual Report 89/90.

PUB DATE- 90

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Apprenticeships; Continuing Education; Curriculum Development; Educational Certificates; *Educational Development; Faculty Development; Foreign Countries; *Job Training; Labor Force Development; *Marketing; Material Development; Postsecondary Education; Public Relations;

unit. A supplement to unit 3 provides a point-by-point explanation of good study habits and a list of resources for additional help concludes the document. (YLB)

ED 357 189

CE 063 570

Apprenticeship: A Partnership 4. A Learning Activities Package about Apprentices in the Workplace.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.; Virginia State Dept. of Labor and Industry, Richmond.

PUB DATE- Sep 91

NOTE- 30p.; For other titles in this series, see ED 328 679-681 and CE 063 568-571.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Communication Problems; Employment Potential; Idioms; Instructional Materials; *Jargon; Job Skills; Language Styles; *Language Usage; Learning Activities; Learning Modules; Mutual Intelligibility; Postsecondary Education; *Skilled Occupations; *Trade and Industrial Education; Vocabulary Development

This learning activity package is designed to help apprentices understand some of the different ways in which words can be used to mean different things, depending on where and when one uses the words. It provides examples of words and phrases that are used in the workplace in ways different from the way they are used in regular conversation. Five units address these topics: (1) idioms and cliches; (2) words used in the trades; (3) what did he say?; (4) the workplace in the United States; and (5) more help for apprentices. Each unit contains some or all of these components: objectives, considerations to think about while the learner completes the unit, informational material, activity or activities, and considerations to think about when the learner completes the unit. (YLB)

ED 357 190

CE 063 571

Apprenticeship: A Partnership 5. A Learning Activities Package for Women in Apprenticeship.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.; Virginia State Dept. of Labor and Industry, Richmond.

PUB DATE- Sep 91

NOTE- 38p.; For other titles in this series, see ED 328 679-681 and CE 063 568-570.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Employed Women; Instructional Materials; Learning Activities; Learning Modules; *Nontraditional Occupations; *Organizational Climate; Postsecondary Education; Sex Bias; Sex Fairness; Sex Stereotypes; *Sexual Harassment; *Skilled Occupations; *Trade and Industrial Education

This learning activity package is designed to help women prepare for the environment they may find while working in a trade. After completing this package, women should have a realistic idea about how well prepared they are to deal with job conditions that tend to be a problem for tradeswomen. Five units address the following topics: (1) understanding male co-workers; (2) stereotypes of women in the trades; (3) the climate of the workplace; (4) work force readiness; and (5) how

the studies was gathered from a 1991-92 survey of 80 colleges and 5 regional workshops on the development of learner services in FE colleges. Additional insights were obtained from 13 colleges that reported on their learner services arrangements in June 1992. Some of the key findings of the studies were the following: (1) 80 percent of colleges intend to expand their learner services; (2) 40 percent of colleges organize learner support services mainly through central units; (3) about 1 in 5 colleges relied mainly on lecturers to provide learner support services; (4) interchangeable roles between lecturing and support staff are becoming common; (5) colleges had difficulty in deciding the extent of learner support staffing; (6) improving reception facilities and overseas student support emerged as top priorities for future development; (7) 40 percent of colleges derived quality control measures from their learner support services; and (8) widespread attempts were made to obtain the views of learners and staff. The studies concluded that these emerging development issues with regard to learner support services will play a role in future development of lifelong education and merit further study. (Contains 19 references.) (KC)

ED 357 209

CE 063 608

Management Information Systems and the Curriculum.

PUB DATE- Mar 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Managed Instruction; *Computer Oriented Programs; Continuing Education; *Curriculum Development; Data Processing; Educational Quality; Foreign Countries; Information Management; *Management Information Systems; Needs Assessment; Postsecondary Education; Staff Development; *Technical Institutes

IDENTIFIERS- Further Education Unit (England); Great Britain

Britain's Further Education Unit (FEU) has continued to work in the areas of management information systems (MIS), particularly, computerized management information systems (CMIS), and their significance for curriculum management. Perceptions about the use of CMIS have been changed. Several reports have noted the limitations of existing systems in relation to wider curriculum change. In addition, notions of efficiency, effectiveness, and quality have evolved, and new demands are being put on further education colleges for information. To be effective, colleges must improve their market research. Data collected in one sector of education must be compatible with that collected in another. Consequent staff development needs relate to ensuring the following: CMIS is understood and used; the system is used to record individual learners' progress; there is frequent updating; there is regular evaluation of the capability of the system; and system hardware and software are maintained. FEU has joined with the National Council for Educational Technology to look at actual and potential links between elements of CMIS, quality, and the curriculum. From this project has emerged the need for an emphasis on CMIS in colleges that could support the move to curricular flexibility. The FEU is undertaking further work to support colleges in development of information systems. (Contains 17 references.) (YLB)

ED 357 210

CE 063 609

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Allied Health Occupations Education; Competency Based Education; *Curriculum; *Curriculum Development; *Curriculum Evaluation; *Curriculum Guides; Definitions; Higher Education; *Radiologic Technology; Radiology; *Relevance (Education)

Before developing a curriculum for radiologic technology, one must first attempt to define the term "curriculum." The term is not easy to define precisely, although it does imply the necessity of a master plan that outlines institutional philosophy and goals, course descriptions, description of competency-based evaluation, performance objectives, policy, and outcome assessment processes. Following from the curriculum, a syllabus offers an instructor's personal expression of course content. The process of curriculum development can be very complicated or very loose. Radiology instructors are advised to take a "middle ground" to develop a curriculum and a syllabus that is 5-10 pages long and communicates the essence of a course. The components of the curriculum should include the following: a philosophy statement, a rationale, learning outcome statements (competencies), learning activities, assessment of competency attainment, and specifics of the learning environment. It is important that "curriculum alignment" be considered a focus of curriculum development. This term refers to the agreement between learning outcome statements, learning activities, and the assessment of competency attainment. The radiologic technology curriculum must prepare students to meet minimal criteria for a standardized examination. It must also meet other criteria imposed internally (such as rules of the college) and externally (such as practice at the clinical site). An eight-step methodology can be used for defining curriculum: (1) validate present course content through task analysis; (2) agree on the syllabus format; (3) agree on scope and sequence of the material; (4) write the objectives from simple to most complex; (5) align the objective written with the texts used; (6) carry out the curriculum; (7) align evaluation measures with the curriculum; and (8) review and evaluate the curriculum and improve the syllabus. (KC)

ED 357 228

CE 063 631

Rogers, Alan
Adults Learning for Development.

PUB DATE- 92

NOTE- 251p.; Published in association with Education for Development.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Basic Education; *Adult Development; *Adult Education; Adult Literacy; *Developed Nations; *Developing Nations; *Economic Development; Educational Change; Educational Needs; *Educational Philosophy; Educational Policy; Educational Practices; Foreign Countries; Job Training; Literacy Education; Relevance (Education); Technological Advancement; Vocational Education

This book, drawing on 30 years of adult education experience in England, Ireland, India, and other countries, contrasts the individualistic approach to adult education in the West with the social responsibility view of adult education in the developing world. The book's thesis is that the gulf between

of 200 references, a 33-item bibliography, and 3 appendices that discuss the 8 models for integrating vocational and academic education, teacher professionalism, and curricular and teaching reform.) (KC)

ED 357 245

CE 063 655

Alpena Community College Commercial Driver's License Program. Evaluation Summary.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 92

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Basic Education; *Basic Skills; Community Colleges; *Driver Education; Educational Cooperation; Functional Literacy; *Individualized Instruction; Literacy Education; Pretests Posttests; *Program Effectiveness; Questionnaires; School Business Relationship; Two Year Colleges; Workshops

IDENTIFIERS- *Commercial Drivers; Workplace Literacy

The Alpena Community College (ACC) Drivers Education Program was developed to deliver a basic skills program providing specific job-related basic skills instruction to approximately 300 workers throughout Michigan who desired to pass the Commercial Drivers License (CDL) examination. Other program goals were to establish greater partnerships between ACC and regional businesses employing commercial drivers, develop a replicable program of instructional delivery for sites throughout the state, and develop a pre- and posttesting program with a goal of 80 percent mastery. A program evaluation performed by a team from the Institute for the Study of Adult Literacy of Penn State University determined that the program met or exceeded each of its goals. The ACC project team delivered individualized, functional contextualized instruction to 346 adult learners at 43 sites across Michigan; 115 students eventually passed the CDL examination. The attitude surveys and basic skills checks administered to program participants confirmed that the basic skills instruction resulted in significant literacy gains and attitude changes. The ACC project team also created a replicable model of instructional delivery and established greater ties with local and regional businesses. (The CDL program questionnaires and critique sheets are appended.) (MN)

ED 357 246

CE 063 660

Waste and Misuse of Federal On-the-Job Training Funds. Hearings before the Employment and Housing Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Second Congress, Second Session (July 30 and August 5, 1992).

PUB DATE- 93

NOTE- 234p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Basic Education; Compliance (Legal); *Disadvantaged; Dislocated Workers; *Employment Practices; *Employment Programs; Federal Legislation; *Federal Programs; Hearings; Job Layoff; *On the Job Training; Postsecondary Education; *Program Effectiveness

demonstrations and county meetings were useful techniques when presenting information about conservation issues; government agencies, extension, and state university specialists were seen as the most useful sources of information; and improved communications and education were needed to ensure proper management of chemicals used in agriculture. These recommendations were formulated: targeted and unbiased education regarding conservation and environmental issues should be incorporated into farm programs; agricultural educators should use field demonstration research plots and group learning techniques; and farmers, researchers, industry representatives, and county education resources should collaborate in the conservation education process. (Contains 10 references.) (YLB)

ED 357 263

CE 063 691

Rajasekaran, B.; Martin, Robert A.
Incorporating Indigenous Knowledge Systems into Agricultural and Extension Education Programs: A Study of the Perceptions of Extension Professionals.

PUB DATE- 4 Dec 92

NOTE- 10p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Adult Farmer Education; Agricultural Personnel; *Cultural Background; Developing Nations; *Extension Agents; Folk Culture; Foreign Countries; *Integrated Curriculum; Program Improvement; *Rural Extension; Teacher Student Relationship; *Traditionalism

IDENTIFIERS- *India

Dissemination of technologies to increase agricultural production using the conventional transfer of technology system has often failed to consider the natural environment, indigenous knowledge systems, and resource endowments around which resource-poor farmers normally operate. A sample of 96 agricultural extension professionals in 2 districts in India was surveyed to identify perceptions of agricultural extension professionals in India regarding indigenous knowledge systems. Extension personnel were grouped into two categories for analytical purposes. Assistant Directors of Agriculture and Agricultural Officers were grouped as "extension administrators"; village extension workers were termed "field-level extension workers." Respondents considered highly important the statement "extension worker's knowledge of local traditions should be given consideration." They rated low the statement "the technology transfer model is appropriate for locally diversified farmers' food production systems." With respect to statements regarding incorporating indigenous knowledge systems into agricultural and extension education, six statements received mean ratings of four and above. Extension personnel perceived three factors as essential for revitalizing the agricultural system: exploiting extension workers' knowledge of local traditions; training extension personnel on methodologies for recording indigenous knowledge systems; and strengthening the feedback mechanism from farmers to extension and then to researchers. A model to integrate indigenous knowledge systems into agricultural and extension education was developed based on study findings. Its four units were training, recording indigenous knowledge, feedback, and integration. (Contains 15 references.) (YLB)

Guides; *Technological Literacy; *Technology Education

This bibliography contains information on technology education for use at the middle, junior, and senior high school levels. Materials for implementing technology education and technological literacy are also included. Thirty-four citations from ERIC and other databases include curriculum materials, teacher guides, behavioral objectives, journals, articles, conference proceedings, position papers, and task analyses. Four articles, representative of current wisdom in the field, are reprinted: "Uniting to Promote Technology Education: (Alice Van Deursen, Nina Kelly); "Making the Change: Key Issues in Moving to Technology Education" (Merrill Oaks); "It Wouldn't Work with My Students" (James Mooney); and "The Woodlands, Texas" (Larry McHaney, Jerry Bernhardt). Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. A final section contains information on The Technology Bank, a clearinghouse of the International Technology Education Association. (YLB)

ED 357 283

CE 063 752

Working Women. A Bibliography.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Mar 91

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141);Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; Adult Literacy; Annotated

Bibliographies; Career Development; Career Education; Career

Guidance; Career Planning; Day Care; Displaced Homemakers;

Educational Policy; *Employed Women; Employment Patterns;

*Employment Practices; Fatherless Family; Futures (of Society);

Income; Job Training; Literacy Education; Minority Groups;

*Nontraditional Occupations; Postsecondary Education; Reentry

Workers; *Salary Wage Differentials; Secondary Education; *Sex

Fairness; Vocational Education

IDENTIFIERS- Family Work Relationship

This bibliography draws together currently available sources on the subject of the changes that women are bringing about in the workplace. The 127 citations from ERIC and other databases include curriculum guides, congressional hearing reports, conference papers, journal articles, and research reports. Two articles, representative of current wisdom in the field, are reprinted: "The Role of the Employment Counselor in Promoting Sex Equity and Nontraditional Careers" (Bette Soldwedel) and "The Once and Future Working Woman" (Ligeia Fontaine). The annotated bibliography is divided into eight categories: child care, income, minorities, nontraditional occupations, single working mothers, displaced homemakers/reentry workers, women and Workforce 2000, and women in the workplace. Each entry in the annotated bibliography has these components: title, date, author, developer, availability, annotation, and format. (YLB)

ED 357 284

CE 063 753

Stodden, Robert A.

Career/Vocational Preparation for Students with Disabilities: A Program Improvement Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; *Females; Higher Education; Memory; *Recall (Psychology); *Self Concept
IDENTIFIERS- *Stigma

In the face of discrimination and oppression, women have utilized self-protective strategies to maintain a positive sense of self. These strategies include attributing negative feedback, when possible, to discrimination rather than to the self. The present study expands understanding of the relationship between stigma and cognitive processes by focusing on reconstructive memory. Female undergraduate students (N=34) completed the Women and Stigma Scale. One week later, subjects read and recalled a story about a female job candidate which included some positive and negative comments about her academic credentials. Regression analyses indicated that as expected, the more stigmatized a woman is, the more negative versus positive reconstructive errors she makes when recalling a story about a job applicant. This study has serious implications for how stigmatization can negatively affect a woman's way of viewing the world. Highly stigmatized women tend to reconstruct more negative pieces of information about a female job applicant than those women who are destigmatized. Future research will explore how this phenomenon might extend to information processing about the self. (ABL)

ED 357 302

CG 024 852

Murphy-Markus, Colleen; Heck, Melissa
Lake County, Illinois Educational and Training Needs-Assessment of Gerontological Organizations.

PUB DATE- 11 Apr 92

NOTE- 15p.; Paper presented at the Annual Illinois Psychological Association Student Conference (1st, Chicago, IL, April 11, 1992).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Day Care; Community Resources; Educational Needs; Individual Needs; *Job Training; *Needs Assessment; Nursing Homes; *Older Adults; Retirement
IDENTIFIERS- Illinois (Lake County)

In response to the need for an increase in services directed specifically to the elderly, a training and educational needs assessment of the existing elder service organizations in Lake County (Illinois) was conducted. Thirteen gerontological organizations were chosen for participation; the organizations were categorized into these groups: nursing homes; senior centers; adult day care centers; retirement housing facilities; and hospitals. Interviews were conducted on-site by student interns; interviewees were either the Administrative Director, the Social Services Director, the Director of Nursing, or a staff supervisor. Topics covered included agency characteristics; background on the respondents; extent of employee-sponsored work related training; tasks, challenges and difficulties which service workers face in their work and staff's observations and suggestions about the kind of skills, knowledge, and training needed; ratings of the workshops and themes presented in The Center for Applied Gerontology program; aspects of workshop format and design; comments on the factors influencing the decision whether or not to attend; and open-

Centered Curriculum; Student Motivation; Teacher Student Relationship; *Thematic Approach; Units of Study IDENTIFIERS- Emergent Literacy; *Idea Generation

A first-grade teacher included her students in her planning of a unit of study. The teacher explained to the students how she planned a unit and invited the students to volunteer ideas for the topic. The topic chosen was space and aliens. The teacher and students discussed what they already knew about the topic, what they wanted to learn about it, and how they were going to sequence the activities in the unit. The theme was incorporated into specific lessons (numbers, phonics, and reading). The children were quick to bring in books, videos, and posters on space, and as the unit progressed they also brought in reports, rockets and space pictures made at home. The first week was devoted to the planets, the second week focused on the sun, the third week on the moon, and the last week-and-a-half on aliens. The children decided to end the unit with an alien party. Children liked the unit because it was fun and they learned new things. The teacher liked the unit because it removed some pressure from her to think up units, and because she did not have to motivate the students to work since they had been part of the planning. (A list of the things the teacher and students already knew about space and aliens, a list of children's ideas for activities, photographs, and examples of worksheets are attached.) (RS)

ED 357 322

CS 011 289

Anderson, Gordon S.

A Survey of Teacher's Transition from Skills to Whole Language.

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Change; Change Strategies; Elementary School Teachers; Elementary Secondary Education; Professional Development; Questionnaires; Secondary School Teachers; *Teacher Behavior; *Whole Language Approach

IDENTIFIERS- Ohio; Teacher Surveys

A study examined the concerns, problems, and experiences when teachers change from a traditional skills classroom to a whole language classroom. Subjects, 162 of 400 K-12 teachers from several Ohio Teachers Applying Whole Language groups, responded to a questionnaire (for a return rate of 40%). Results indicated that: (1) the most important reasons for changing were that teachers had read the literature about whole language theory and had been influenced to change because they had talked with other teachers about whole language; (2) the most difficult problem teachers faced when changing was the lack of books and other materials to support the change; (3) 55% of teachers changed gradually from skills to whole language, 19% changed all at once; (4) the most frequent change reported was implementing writing workshops and/or writing journals; (5) many teachers still used basal readers because they were required to or because teachers in the district used basals; and (6) most of the support teachers received came from other teachers. Findings suggest the following guidelines for teachers' thinking about changing and/or teachers who are in the process of change: learn about whole language theory and practice before changing; anticipate the problems to be faced;

alternative to the reductive stereotyping of Aristotelian-derived "writing for audience" while serving as a type of heuristic for writing arguments in first- and second-year college composition courses. Conventional instruction in locating and deploying types of evidence does little to suggest how assent might be fostered. Frame alignment processes, however, particularly those of value and belief amplification, offer something of a heuristic for constructing audience. As an interpretive framework for reading arguments in process, the methods of frame alignment, through their focus on points of congruence among interpretive frames, may offer the potential to reinforce the empathic "listening" derived from Carl Rogers' experience with clinical therapy. Frame alignment theory recommends a pedagogical and discursive practice that figures frame extension--the effort to engage, critique, and embrace diverse interests or points of view--as a rhetorical principle. (An appendix describes frames and frame alignment principles.) (RS)

ED 357 342

CS 213 794

Wason-Ellam, Linda

Inviting Children's Life Stories into the Elementary Classroom:

The Storied Life of a Second-Language Learner.

PUB DATE- 20 Nov 92

NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; Cultural Differences; Elementary School Students; Ethnography; Foreign Countries; Minority Group Children; Primary Education; Second Language Learning; *Story Telling; Writing Research

IDENTIFIERS- Canada; *Emergent Literacy; Literacy as a Social Process; *Story Telling by Children

An ethnographic study examined the experiences of Karim (a member of the Ismaili cultural community in Canada), enrolled in an urban grade two multi-lingual classroom comprised of Canadian-born children who are second generation immigrants and whose daily lives are conducted in a language other than English. A researcher participated in the children's daily literacy routines during the course of one school year. Classroom activities were structured to promote the kinds of meaningful interactions that enables these children to understand the language of their peers with contextual support for figuring out the meanings. Sharing or Personal Storytelling Time was a unique classroom experience which provides the ideal situation for students like Karim to participate socially. Karim was a natural storyteller--he seized the opportunity to move beyond dialogical classroom talk to relate to others, within earshot, animated accounts from his well of lived experiences. Karim's stories indicated that he is accommodating without assimilating into the classroom community, and that he may be experiencing an internal conflict or ambivalence. The unfamiliar patterns of Standard English pronunciation, spelling, and handwriting constrained Karim's enthusiastic writing efforts. Implications of Karim's story are: (1) too often, teachers focus heavily on how different these children are from their native-English speaking classmates; (2) authentic sustained talk such as storytelling should be sustained; (3) teachers need to be

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS- College Libraries; *English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Reference Materials; *Seventeenth Century Literature
IDENTIFIERS- *Behn (Aphra); University of North Carolina Charlotte
This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte, and is intended to help students find sources of criticism on the fiction of the British Restoration writer, Aphra Behn. The guide explains important reference sources in the Atkins library reference collection and how to find biographical and critical information in books and periodicals. The guide is organized in four sections: (1) Reference Books; (2) Books (on individual authors and their work); (3) Bibliographies on more than one author (sources of criticism--fiction); and (4) Periodical Indexes. (SR)

ED 357 362 CS 213 816

Van Noate, Judith, Comp.
Modern British Literature: Sources for Criticism. A Research Guide.

PUB DATE- 93

NOTE- 28p.; Very small print on some pages may affect legibility.

For other guides in this series, see ED 329 982-989 and CS 213 815-817.

LANGUAGE - English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Authors; College Libraries; *English Literature; Higher Education; Library Guides; *Library Materials; Library Skills; *Literary Criticism; *Reference Materials

IDENTIFIERS- University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte, intended to help students find sources of criticism on Modern British Literature (long fiction, short fiction, poetry, and drama). The guide explains important reference sources in the Atkins library reference collection and how to find biographical and critical information in books and periodicals. The guide is organized in 11 sections: (1) Reference Books (for any author and all forms of literature); (2) Books (on individual authors and their work); (3) Bibliographies on more than one author (sources of criticism--multi-genre); (4) Short Stories; (5) Poetry; (6) Drama; (7) Book Reviews; (8) Play Reviews; (9) Periodical Indexes; (10) Abstracts; and (11) Essays in Books. (SR)

ED 357 363 CS 213 817

Van Noate, Judith, Comp.
American Writers: A Research Guide on 19th and 20th Century Authors.

PUB DATE- 92

NOTE- 21p.; For other guides in this series, see ED 329 982-989 and CS 213 815-816.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

conferences with students; using computers; reassessing the role of handouts; promoting comfortable silences in the classroom; rhythmically using class time and teacher aids in a variety of ways; stressing communication for real-life audiences; and helping students to synthesize what they have learned. (RS)

ED 357 381

CS 213 838

Kramer, Melinda G.

Suddenly, I Was One of Them! Why Writing Consultants Must Learn the Lessons of the Organization.

PUB DATE- 1 Apr 93

NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Communication; *Consultants; Employee Attitudes; *Employment Experience; Experiential Learning; Higher Education; On the Job Training; *Organizational Climate; Professional Services; Technical Writing; Work Environment
IDENTIFIERS- *Writing Consultants

A college instructor, already experienced as a consultant and trainer in written and oral business communication, became convinced by two students in an executive management training program that gaining an insider's perspective might be exceedingly valuable. A few years later, the instructor got such an opportunity: she became a corporate editor for Chevy Chase Federal Savings Bank in Washington, D.C. She learned that as an employee she did not have the luxury of simply severing the client-consultant relationship and walking away if things did not work well. She had more at stake and took greater risks; the highs were higher and the lows could be lower. This type of "total immersion" learning is recommended to anyone who can get it. The instructor decided that she would rather be a consultant on the outside, "working in," than on the inside looking out. The lessons of the organization provided her with a perspective and a reality check she could have gotten no other way. (A marketing strategy to get the kind of experience the instructor had is included.) (RS)

ED 357 382

CS 213 839

Sommers, Elizabeth

Student-Centered, Not Teacher-Abandoned: Peer Response Groups That Work.

PUB DATE- 1 Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Environment; *Group Dynamics; Higher Education; Instructional Effectiveness; *Peer Evaluation; *Teacher Role; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Student Empowerment

A college composition instructor uses peer response groups in first-year composition, basic writing, and graduate courses

Skovira, Robert J.

Cultural Influences and Corporate Decision Making: The
Humanities/Information Systems Partnership.

PUB DATE- 2 Apr 93

NOTE- 8p.; Paper presented at the Annual Eastern Michigan
University Conference on Languages and Communication for World
Business (12th, Ypsilanti, MI, March 31-April 3, 1993). For a
related document, see CS 508 172.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Chinese Culture; Cognitive Style; *Cultural
Context; *Cultural Influences; Curriculum Development;
*Decision Making; Decision Making Skills; Higher Education;
*Interdisciplinary Approach; Management Information Systems;
Organizational Communication

IDENTIFIERS- *Robert Morris College PA

Robert Morris College received a national Endowment for the
Humanities grant to create a faculty study project to
internationalize the humanities curriculum. The Humanities can
play a role in building the cultural contexts and contributing
to a deeper understanding of information-based corporate
decision making in Information Systems courses, especially in
decision support systems and management information systems
courses. In a seminar format, a college professor pursued the
construction of relationships between Chinese and Japanese
concepts and the systems discussed in such courses. The seminar
began with an expose of Gao Yuan's "Thirty Six Strategems" of
ancient China, which are easily contrasted with the Confucian
approach as read in the "Analects." These two very different
cultural traditions can be viewed as a union of opposites or an
application of the Yin and Yang strategies to decision making.
Another perspective for decision making can be found in the Lao
Tzu. When studied as a cultural insider, decision making is
mysterious; to cultural outsiders, it seems as if it is
impossible. Studies of decision making indicate that the
decision maker's cognitive style is important in the design of
decision support systems. The building of conceptual bridges
from one culture to another is a difficult affair. (A chart
indicating how the cultural traditions of the "Strategems" and
the Confucian Way can be viewed and a table graphically
indicating the relationship of the Confucian Way, the
Strategems, and decision making are included.) (RS)

Frleigh, Douglas

College and University Speech Codes in the Aftermath of R.A.V v.
City of St. Paul.

PUB DATE- Feb 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Western
States Communication Association (64th, Albuquerque, NM,
February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Constitutional Law; *Court Litigation; *Freedom of
Speech; Higher Education; Racial Bias; Sex Bias; Student Rights
IDENTIFIERS- *Communication Behavior; First Amendment; RAV v City

NOTE- 123p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adolescent Development; *Adolescents; Cooperation;

*Educational Change; Foreign Countries; High Schools; Junior High Schools; Leadership; Participative Decision Making; Public Schools; *Youth Problems; *Youth Programs

IDENTIFIERS- *Scarborough Board of Education ON

Early adolescence presents many challenges to youth, their parents, and educators. During these transition years, students experience physical, emotional, and educational transformations. The Scarborough school system in Ontario, Canada, conducted a study of the Ministry of Education's Transition Years pilot project in four of its schools. The Scarborough study had several objectives: describe the context of each of the pilot project sites in terms of demographics, organizational structures, and beliefs and attitudes of the school community and the community at large; document the Transition Years development phase in each site in relation to historical context, school culture, collaboration, staff development, leadership, planning, student participation, parental involvement, obstacles, and facilitators; summarize commonalities and differences; and measure individual concerns about change. Focused group interviews and questionnaires were used in the study. Chapters discuss the following topics: background and methodology of the Scarborough study, site profiles, collaboration, leadership, staff development, site planning, and finally, reflections on the concerns and restraints experienced by those involved in Year One of the project and suggestions for Year Two. Eight appendices include study questionnaires and site-level and system-level focused-interview topics. (Contains 50 references.) (JPT)

ED 357 422

EA 024 772

Kansas School Reform: A Quest for Quality. A Guide for Board Members.

PUB DATE- 92

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Boards of Education; *Educational Assessment; *Educational Change; Educational Objectives; *Educational Policy; Educational Quality; Elementary Secondary Education; Federal Programs; National Programs; *Outcomes of Education; Public Schools; *State Programs

IDENTIFIERS- *Kansas

In 1991, the Kansas Association of School Boards began a program called Quest for Quality. The program is based on the belief that public schools must adjust to changes in children, families, communities, and economic and political conditions in the nation and the world. Quest for Quality also reaffirms the American school system's responsiveness to community needs and values through the locally elected school board. This guide is designed to help school board members understand the history of school reform nationally and in Kansas, and to respond to those reforms. Several national educational reform efforts outlined include the National Education Goals, the "America's Choice"

(1975); and "T.L.O. v. New Jersey" (1985). (MLF)

ED 357 441

EA 024 856

Bimber, Bruce

School Decentralization: Lessons from the Study of Bureaucracy.
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.; Lilly
Endowment, Inc., Indianapolis, Ind.

PUB DATE- 93

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bureaucracy; *Decentralization; Elementary
Secondary Education; Incentives; *Institutional Autonomy;
Intermediate Administrative Units; *Participative Decision
Making; Sanctions; *School Based Management; *School
Restructuring; State School District Relationship; Teacher
Administrator Relationship

It is possible to give a concrete meaning to the usually vague concept of decentralization by examining four core components. First, at the crux of decentralization is a downward shift in decision-making power. Administrative decentralization entails shifts internal to the institution. Political decentralization shifts authority to external forces such as community boards. These two strategies are not mutually exclusive. Second, studies of bureaucracies demonstrate that decentralization is compatible with strong leaders provided that leadership is exercised at lower levels in the administrative hierarchy. Third, decentralization requires the rejection of existing reward structures in favor of a system of incentives that establishes meaningful connections between professional conduct and rewards. Fourth, it is important to design a division of responsibility for ends and means among the district and schools that diminishes the role of explicit rules. Most school districts reflect few of these four principles, and their efforts and decentralization are often marginalized and incomplete. Experiences to date with site-based management, the most common attempt at decentralization, demonstrate the difficulty in producing authentic decentralization. (Contains 51 references.) (TEJ)

ED 357 442

EA 024 857

Augenblick, John; And Others

How Much Are Schools Spending? A 50-State Examination of

Expenditure Patterns over the Last Decade.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

PUB DATE- Apr 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Finance; Elementary Secondary Education;
*Expenditure per Student; *Expenditures; *Financial Support;
Public Schools; Salaries; *School District Spending; *School
Funds; *State Aid; State School District Relationship; State
Surveys

Since publication of "A Nation at Risk" in 1983, state and local expenditures for education have increased significantly, from \$108.4 billion a decade ago to \$210.4 billion by 1991-92. On average, per-pupil spending for 1991-92 was more than \$1,250, or 30 percent, above the level required to keep pace with inflation during the 1980s. State per-pupil support increased

states on the Scholastic Aptitude Test, the National Assessment of Educational Progress, and the California Achievement Test. Next, 3-year trends (1989-92) in the performance of all students who participate in the statewide testing program are examined. Additionally, the performances among student subgroups are compared, with a focus on the relationship between race and achievement. Finally, student performance in a major academic area is assessed; for a number of reasons, mathematics was selected for this year's focus. (LMI)

ED 357 462

EA 024 885

Task Force on School Violence. Executive Summary Report Prepared for Governor James B. Hunt, Jr.

PUB DATE- Apr 93

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Crime; *Crime Prevention; Discipline; Elementary Secondary Education; *School Safety; *School Security; Social Control; State Action; *State Programs; *Violence

IDENTIFIERS- *North Carolina

Findings of a study conducted by the North Carolina Governor's Task Force on School Violence are presented in this report. A survey of 129 school systems yielded a 100 percent response rate. The data collected indicate that levels of violence increased in 59% of the state's public schools over the past 5 years. A total of 14 Task Force recommendations are made under the following categories: toughen weapon laws; deal with violent students; focus resources on schools; and strengthen the system. Also included are comments and recommendations from public hearings, written recommendations from educators/administrators and community/citizens' groups, and a description of North Carolina programs that address juvenile violence and disciplinary problems. (LMI)

ED 357 463

EA 024 886

Looking Back at a Decade of Educational Improvement: What Is Different Today? Why Are We Disappointed? What Are We Learning?

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Assessment; Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; School Restructuring; *State Standards

IDENTIFIERS- *United States (South)

In light of the 10th anniversary of "A Nation at Risk," this report attempts to answer some of the questions about the southern states' educational accomplishments of the past decade. After the introduction, three sections address the following questions: (1) What is different today? (2) Why are we disappointed? and (3) What are we learning? The first section notes the following developments: a focus on a wide range of student achievement standards; tougher college admission standards that did not deter enrollment; an overall increase in achievement due to higher standards; an increase in school readiness programs; higher teacher certification standards; attention to educational leadership; and increased funding for education. The biggest disappointment is the lack

guide the state's plans: creating better and more accountable schools, creating a new generation of schools, making America a nation of learners, and making communities learning places. Also included are the state's plans for school, public, and state libraries. (JPT)

ED 357 483

EA 024 908

Tenbusch, James P.; Gare, Michael S.
Organizational Change at the Local School Level under Minnesota's Open Enrollment Program.

PUB DATE- Apr 93

NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Nontraditional Education; *Open Enrollment; *Organizational Change; Parent Influence; Principals; *School Choice; *State Programs

IDENTIFIERS- *Minnesota

Findings of a study that examined school organizational change associated with the implementation of open enrollment in Minnesota are presented in this paper. Data were derived from mailed surveys completed by 126 principals at the end of the 1989-90 school year. A three-way multivariate research design with seven dependent variables was used to estimate differences in open-enrollment effects between participating and nonparticipating schools, large and small schools, and rural and urban schools. Findings indicate that open enrollment has: (1) created a market system for educational services; (2) stimulated improvements in curricula and support services; (3) promoted greater parent and teacher involvement in school planning and decision making; (4) fostered a more equitable distribution of school resources and student access to educational services; and (5) increased the ethnic and cultural diversity of schools. Open enrollment had a greater impact on large and rural schools. Rural schools experienced a greater amount of organizational change than urban schools and have expanded their curriculum and service programs to the limit of their resources. The pattern of organizational change suggests that most open-enrollment effects tend to diminish with experience in the program, especially in the case of parent/teacher influence on school management, but they do not return to preprogram levels. Sustained effects in school improvement and specialization in educational programming are noted. School type and wealth do not appear to be associated with school organizational change in response to open enrollment. Four figures and eight tables are included. (Contains 66 references.) (Author/LMI)

ED 357 484

EA 024 909

Dianda, Marcella R.; Corwin, Ronald G.
An Early Look at Charter Schools in California. SRL Occasional Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 50p.

LANGUAGE- English

further, telephone interviews were conducted with teachers from each of the four schools to identify ways in which schools' absence cultures differ. A questionnaire has been developed based on the phone interviews to measure cultural components of teacher absenteeism. (Contains 134 references.) (LMI)

ED 357 503

EA 024 943

Sharp, William L.

School Spending: Is There a Relationship between Spending and Student Achievement? A Correlation Study of Illinois Schools.

PUB DATE- 20 Mar 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Education Finance Association (Albuquerque, NM, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Budgets; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Operating Expenses; Performance; *School District Spending; School Funds

IDENTIFIERS- *Illinois

A study that examined the relationship between Illinois schools' expenditure per pupil and students' state assessment exam scores is described in this paper. The Illinois reading and mathematics tests were administered to students in grades 3, 6, 8, and 11, and language arts exams were given to students in grades 3, 6, and 8. The number of participating schools ranged from 655 schools for 11th-grade students to 2,347 schools for the 3rd-grade students. A Pearson r correlation was calculated to determine if there was any significant relationship between school spending, defined as "operating expenditures per pupil for 1989-90," and the student achievement scores for April 1991. Findings indicate that the mean expenditure per pupil was \$4,424. A small but statistically significant, negative correlation existed between spending and achievement in every subject in every grade level, with the exception of grade 11, where there was no significant correlation between the variables. An implication is that giving schools more money does not necessarily raise student achievement, probably because the majority of school funds are used for personnel costs. It is suggested that schools may need to target specific programs with any increase in school funding rather than have the funds spread throughout the school. Four tables are included. (Author/LMI)

ED 357 504

EA 024 944

Firestone, William A.; And Others

Where the Money Went: Revenue, Expenditure, and Programmatic Changes in the First Year of New Jersey's Quality Education Act. SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- Mar 93

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; *Fiscal Capacity; *State Aid; *State Legislation

IDENTIFIERS- *New Jersey; Quality Education Act 1990 (New Jersey)

Questions about inequities in educational funding were raised in

instruction, with the following three papers: "Beginning Reading Instruction for Reading Disabled and At-Risk Students" (Diana Brewster Clark); "Cognitive Strategy Instruction in Written Language for Learning Disabled Students" (Steve Graham and Karen B. Harris); and "Effective Interventions: Using Both Hemispheres in Math" (Joyce Steeves). Part 3, titled "On the Cutting Edge," contains "In the Spirit of Strategies Instruction: Cognitive and Metacognitive Aspects of the Strategies Intervention Model" (B. Keith Lenz); "Using Computers To Assist in Reading Instruction for Children with Learning Disabilities" (Joseph K. Torgesen and Neal M. Horen); "Social Interventions for Students with Learning Disabilities: Towards a Broader Perspective" (Sharon Vaughn and others); and "The Gifted/Learning Disabled: An Oxymoron?" (Ruth B. Spodak). References accompany each paper. (JDD)

ED 357 522

EC 302 064

Vance, H. Boone, Ed.

Best Practices in Assessment for School and Clinical Settings.

PUB DATE- 93

NOTE- 555p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Academic Achievement; Adaptive Behavior (of Disabled); Anxiety; Attention Deficit Disorders; Behavior Problems; Child Development; Clinical Diagnosis; Computer Assisted Testing; *Diagnostic Tests; *Disabilities; *Educational Diagnosis; Educational Practices; Elementary Secondary Education; Ethnic Groups; *Handicap Identification; Hyperactivity; Infants; Informal Assessment; Intelligence Tests; Interpersonal Competence; Minority Groups; Neuropsychology; Preschool Education; Psychoeducational Methods; *Psychological Testing; *Student Evaluation; Trend Analysis; Vocational Evaluation

IDENTIFIERS- Wechsler Intelligence Scale for Children III

This book is designed to provide insight into the ways in which psychologists conduct psychoeducational assessments in a variety of settings. Each contributed chapter gives a detailed and practical discussion of a particular assessment instrument or strategy along with a detailed case study. Chapters have the following titles and authors: "Defining Best Diagnostic Practices" (David A. Sabatino and others); "Best Practices in Informal Assessment" (Ted L. Miller); "Best Practices in the Vocational Assessment of Special Needs Learners" (G. Franklin Elrod and Dennis G. Tesolowski); "Developmental Assessment: Evaluation of Infants and Preschoolers" (Koressa Kutsick Malcolm); "Ascertaining Intellectual Functioning with Binet-Type Instruments" (David A. Sabatino); "Best Practices in Computer-Assisted Assessment" (Cleborne D. Maddux and LaMont Johnson); "Neuropsychological Assessment" (Lawrence E. Melamed); "Best Uses of the WISC-III" (Donald R. Jones and Susan James); "Assessment for Effective Instruction" (Samuel A. DiGangi and Suzanne P. Faykus); "Assessment of Social Skills and Peer Relations" (Kenneth W. Merrell); "Best Practices in Assessing Academic Achievement" (Belinda Lazarus); "Best Practices in Assessing Adaptive Behavior" (MaryAnn Demchak and Sarah Drinkwater); "Psychoeducational Assessment of Racial/Ethnic Minority Children and Youth" (Margaret R. Rogers); "Assessment of Conduct Problems, Attention-Deficit Hyperactivity Disorder, and Anxiety Disorders in Children and Adolescents" (Steven K. Shapiro); "Best Practices in Preschool/Developmental Assessment" (Steven W. Lee and Annette

Roessler, Richard; Farley, Roy
Return to Work (RTW). Trainer's Manual and Participant's Manual.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation
Research (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- *Adaptive Behavior (of Disabled); Adult Education;
*Career Planning; Coping; *Disabilities; Group Counseling; Job
Skills; Middle Aged Adults; *Midlife Transitions; Objectives;
*Rehabilitation Counseling; Skill Development; Vocational
Evaluation; Vocational Interests; *Vocational Rehabilitation
Return-to-Work is a short-term group counseling intervention
consisting of three major components: coping with disability
and related life changes, life and benefits planning, and
return to work. It is designed to enhance functional adaptation
to mid-career disabilities by using structured activities and
discussion to teach individuals how to change the nature of
their "assumptive worlds" and, in so doing, to establish
personal directions for their physical and vocational
rehabilitation programs. These new directions are considered in
terms of the functional beliefs and coping skills
(interpersonal control, self-efficacy, and direct action)
required to increase the probability that the person will
return to work. The three modules present
appraisal/reappraisal, remotivation, and restructuring
strategies. Specific topics addressed by the modules include:
ways that disability and unemployment affect personal, social,
family, and vocational functioning; emotional and behavioral
reactions to disability; rational behavior problem solving;
life goals; the impact of work resumption on financial
benefits; work readiness assessment; vocational interests
assessment; and a vocational goal plan. This trainer's manual
contains a suggested narrative that the trainer may paraphrase
and displays each page of the Participant's Workbook,
containing 25 activities designed for use in a small-group
counseling program. Appendix A presents the theoretical
rationale for the intervention, and Appendix B describes the
provisions and benefits of Social Security, Workers'
Compensation, and Long-Term Disability Insurance. (Contains 27
references.) (JDD)

ED 357 542

LC 302 085

Auxiliary Aids and Services for Postsecondary Students with
Handicaps. Higher Education's Obligations under Section 504.

PUB DATE- May 91

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials
(090), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Adult Education; Assistive Devices (for Disabled);
*Civil Rights Legislation; Colleges; *Disabilities;
*Educational Legislation; *Federal Legislation; *Handicap

302 103-105.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adults; Alcoholism; *Delivery Systems; Drug Abuse;
Drug Addiction; Integrated Activities; Intervention; *Mental
Disorders; *Mental Health Programs; *Multiple Disabilities;
Psychiatry; Rehabilitation Programs; *Self Help Programs; Staff
Development; *Substance Abuse

IDENTIFIERS- New York

This paper reviews issues in the provision of services to individuals who are mentally ill chemical abusers and addicted (MICA). Introductory material defines this population and notes that these people are frequently ineligible for services aimed at either mental illness or chemical abuse alone. Service provisions within the psychiatric/mental health care system are briefly described. Topics discussed include: implementing alcohol/substance abuse programs in the psychiatric care system for MICA's; content of treatment; special problems when mental health staff are not substance abuse experts; the training of mental health professionals in substance abuse concepts; working with families, friends, and advocates of MICA patients; services not provided by mental health agencies (e.g., drug and alcohol detoxification and rehabilitation); and continuity of care. Specifically mentioned are programs under the leadership of the New York State Office of Mental Health, including five training sites. (Contains 19 references.) (DB)

ED 357 562

EC 302 106

Schnorr, Janice M.

Collaborative Recruitment and Retention of Teachers: A Joint Responsibility.

PUB DATE- 10 Nov 92

NOTE- 9p.; Paper presented at the Teacher Education Division Conference of the Council for Exceptional Children (5th, Cincinnati, OH, November 11-14, 1992). For a related document, see EC 302 107.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Disabilities; *Educational Planning; Elementary School Teachers; Elementary Secondary Education; *Labor Turnover; Rural Areas; Secondary School Teachers; Special Education Teachers; State Surveys; Statewide Planning; Teacher Attitudes; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand

IDENTIFIERS- *Alaska

The Alaska Comprehensive System of Personnel Development (CSPD) Committee sought to develop a coordinated plan of action to deal with the recruitment and retention of special education teachers, a significant problem for such a rural state with immense distances and widely diverse population centers. Two subcommittees were formed to work on personnel shortfall and recruitment and retention. Studies and surveys were reviewed to develop a comprehensive data bank related to the problem. These studies examined deterrents and incentives to teaching in special education. A survey of Alaska's special education teachers and regular education teachers was then designed, to determine deterrents and incentives for teaching special

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Accessibility (for Disabled); Advocacy; Annotated Bibliographies; At Risk Persons; Child Development; *Disabilities; *Early Intervention; Educational Practices; *Human Services; Interpersonal Relationship; Legislation; Parent Responsibility; Parent Rights; Preschool Education; Resources; *Social Support Groups; Teamwork; Technology; *Young Children

This annotated bibliography identifies resources for families of young children who have disabilities or who are at risk of delayed development. Criteria for inclusion were: materials that are current, generally available, and especially useful for families. For each resource, the information includes the title, author, publisher, publisher's address and telephone number, date, price, and brief description. The bibliography is organized into the following key categories: (1) information about child development, disabilities, early intervention, best practices, and technology; (2) support in dealing with the emotional impact of the child on the family, support from other families in sharing information, support for all family members, and long-range planning for the family; (3) accessing services needed by the child and family, including advocacy strategies and information on understanding legislation and family rights and responsibilities; and (4) collaborative relationships among families, professionals, and community members. (JDD)

ED 357 583

EC 302 130

Guerin, Gilbert R.

Improving Instruction for Students at Risk: Using History-Social Science Textbooks.

SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.

PUB DATE- 92

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *High Risk Students; History Instruction; *History Textbooks; Instructional Improvement; *Learning Disabilities; Learning Problems; Secondary School Students; *Social Studies; *Teaching Methods; Textbook Content; Textbook Evaluation; *Textbooks

This manual presents teaching practices that are appropriate when using textbooks to teach history-social science to students with learning disabilities and others at risk for school failure. The approach is to improve the quality of regular text materials and the way text information is presented and processed, rather than reducing reliance on texts or reducing the level of the materials. The scope of the manual's social sciences includes historical, ethical, cultural, geographic, economic, and sociopolitical knowledge and understandings for grades kindergarten through 12. The general observations, suggestions, surveys, and plans are designed to apply to a wide variety of textbooks; examples are drawn from the Houghton

Learning; Student Motivation; Teacher Role; *Teaching Methods
IDENTIFIERS- *Denmark

Two articles highlight different issues on foreign language learning and instruction in Denmark. The first article describes a research project at Roskilde University Center that focuses on group organized and self managed foreign language acquisition. The idea for the project came about as a result of concern over problems related to foreign language instruction, such as student motivation, cuts in funding, and especially the idea that foreign language instruction is too "teacher directed." Five students, between ages 20 and 40 and of various backgrounds, participated in the project. Emphasis was on student management of language learning (e.g., students led classroom discussion while teacher acted as participant). Students read certain materials, recorded their discussion of the materials, and analyzed the recorded discussion for "correctness." Research notes and the texts used for discussion are appended. The second article looks at the status and function of foreign languages in secondary schools. The thesis for the article is the "foreign language crisis," which refers to issues such as a reduction in funding for foreign language education, and the technical and pedagogic difficulties faced by foreign languages in secondary schools. The article discusses where language instruction fits into educational planning, what the central problems are with foreign language instruction, and what resolutions there are to the foreign language crisis in secondary schools. (VWL)

ED 357 605

FL 021 076

Buzash, Michael D.

Foreign Languages and International Studies: Case for Survival.

PUB DATE- 11 Oct 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Core Curriculum (Atlanta, GA, October 8-11, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Opinions/Personal Viewpoints/Position Papers/Fssays
(120) Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Business Administration Education; *Crrc Curriculum; Cultural Awareness; Curriculum Development; Economic Impact; Federal Legislation; Higher Education; Intercultural Communication; International Communication; *International Education; Language Proficiency; *Second Language Learning; Trend Analysis

An argument is made for continued and strengthened programs in foreign language instruction in business curricula. Among the points made are the following: economic and commercial development in post-World War II America established strong international ties; the Vietnam War emphasized U.S. inadequacies in cultural literacy; some higher education institutions are beginning to understand the importance of internationalizing academic programs; the U.S. workforce lacks international or intercultural competence; and 95 percent of the world's population is unlike that of the United States. Increased international commerce, mutual understanding, and accelerated scientific progress are among the benefits of improved language skill development. Implications of the report, "A Nation at Risk," are discussed briefly. It is suggested that foreign language educators must advise students of the long-range benefits of language study on business careers and must also be willing to adapt foreign language

(student admission requirements, the instructional program, additional standards authorized, suggested instructional approach, suggested teaching methods, evaluation criteria, certificate of completion, student learning guides, cooperative training, and student organization participation); professional development (teacher certification, other qualifications, instructor standards, technical updating, and related professional organizations and support services); and instructional resources (print materials, audiovisual materials, computer courseware, and sources of instructional resource materials). A sample student learning guide is appended. The attached Career Merit Achievement Plan (Career MAP) is designed for use in recording the progress of students enrolled in a fire fighting training program. (MN)

*Strategic Planning; Student Certification; *Vocational Education

IDENTIFIERS- *Singapore

During fiscal year (FY) 1989, the Vocational and Industrial Training Board (VITB) in Singapore offered full-time training at seven levels for secondary school leavers. The board's intake of 9,333 participants was 8% below the FY 1988 intake, a fact that was attributed to fewer primary school leavers. The introduction of the Revised Vocational Training System and strengthening of counseling services in the training institutes helped to sustain a high trainee progression rate and reduced the attrition rate. Continuing education and training included the following: industrial skills, customized, and continuing education courses; Basic Education for Skills Training and Worker Improvement through Secondary Education programs, and industry-based training. An increased number of candidates sat for tests and examinations conducted by VITB. New strategic developments were as follows: implementation of a perception study on vocational education, establishment of a Task Force on Apprenticeship to examine its expansion, and progress in the VITB Strategic Plan, including inservice education, textbook development, and initiation of a project on computerization of the institutes. The first certification scheme for a service occupation--that of retail sales assistant--was launched. VITB continued to promote vocational training to potential students through school visits and briefing of all final-year Institute of Education trainees. A 17-page statement of accounts is included as well as lists of course offered by VITB, VITB Training Institutes and Centers, organizations with VITB-approved training centers, and public trade texts available. Numerous color photographs illustrate the text. (VLB)

to handle harassment. The exercises in each unit are designed to be done individually and then discussed with others. Most of the exercises involve value judgments, so opportunity should be provided for discussion of feelings with someone who understands them. Each unit contains some or all of these components: objectives, considerations to think about while the learner completes the unit, informational material, activity or activities, and considerations to think about when the learner completes the unit. Appendixes contain the following: additional activities about stereotyping, reasons for not hiring women and responses, annotated listing of five additional resources, and material on what sexual harassment is and what can be done. (YLB)

ED 357 191

CE 063 572

Changing Channels. Nontraditional Careers for Women.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE- 93

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Non-print Media (100)

DESCRIPTORS- Career Awareness; Distance Education; Employed Women; Employment Opportunities; High Schools; *Nontraditional Occupations; Occupational Aspiration; *Sex Discrimination; *Sex Fairness; Student Recruitment; *Technological Advancement; *Teleconferencing; *Videotape Recordings; Vocational Education

IDENTIFIERS- Missouri

This viewer guide describes Changing Channels, which uses satellite teleconferences to provide distance learning for students and educators throughout Missouri and the United States. This series of live interactive programs features successful women in high tech nontraditional jobs. The series is composed of five kits, each with two tapes and an activity guide, on the following subjects: introduction to high tech careers, laser technology, drafting and computers, electronics and robotics, and aviation and electronics. Introductory material describes the two most recent programs: "Live from Hollywood--Designing Your High Tech Future," about the television and film industry; and "Live from NASA," about a female astronaut. The activity guide contains exercises and activities on five subjects: career choices, examining women's roles in society, "what's your title?" understanding the language, and defining nontraditional terms. (YLB)

Cooper, Maureen, Ed.; And Others
Citizenship, Adult Learning and Old Age. Conference Report
(London, England, United Kingdom, June 6, 1992).

PUB DATE- 92

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; *Adult Learning; Caregivers;
Citizenship; *Educational Needs; *Educational Practices;
English (Second Language); Foreign Countries; Futures (Of
Society); Income; *Older Adults; *Retirement; *Unemployment;
Volunteers

IDENTIFIERS- *England

This paper contains the text of a keynote speech given at a Study Day attended by older persons and government and industry officials in England, along with summaries of discussion and workshop reports. The keynote speech, "Citizenship, Adult Learning, and Old Age" (Jenny Scribbins), emphasizes the need to recognize the educational requirements of older people as important because of the contribution they made to the economy. The paper then goes on to define exactly what older people do that is work, discussing it in several categories; and concludes that for all the kinds of work identified an educational curriculum is needed. In the participant discussion that followed, many curriculum issues were raised that required more detailed discussion, and these issues were identified in the following six workshops: Maximizing Income (Benefits and Pensions); Maximizing Income (Employment); Women's Studies; English for Speakers of Other Languages and Elderly Refugees; Older People as Carers; and Unpaid Work and Volunteering. Finally, a summary report, "Drawing the Strands Together" (Sue Gardener), reflects on the insights that emerged from the conference. Included in the report are the conference program, a flier for the program, a list of participants, the goals for the Study Day, and survey results from four London-area educational centers on course offerings for older adults and their participation in such courses. (KC)

the approach of the West and that of developing nations can be bridged and that the bridge lies in a properly articulated and properly understood concept of development. The book suggests that at the heart of all programs of adult education in the West should lie the concept of development, which all countries need. In the application of the concepts of development to the West, there is much to learn from the insights and experiences in developing countries. The book argues that development is not just a matter of planning or technical assistance, but includes a process of educating and training adults as the heart of development. The book is organized in three parts. Part I discusses adult learning and education, including definitions and purposes. Part II discusses development definitions, purposes, target groups, change agents, and barriers. Part III suggests a reorientation to adult education and development. A bibliography lists 130 references. (KC)

IDENTIFIERS- American Home Products Corporation; Congress 102nd;
*Job Training Partnership Act 1982; Puerto Rico.

This document records the oral and written testimony of witnesses who testified at two Congressional hearings on waste and misuse of federal on-the-job training funds provided through the Job Training Partnership Act (JTPA). Specifically, the hearings focused on the case of the extensive use of on-the-job training funds by American Home Products (AHP) in Puerto Rico.

Witnesses, who included representatives of the General Accounting Office, the Department of Labor, the Puerto Rican government, and former employees of American Home Products, pointed out that many companies, especially American Home Products, took advantage of JTPA funds to hire workers they would have hired anyway, to train high school graduates instead of the more disadvantaged persons who were targeted by JTPA, and to use JTPA funds for excessively long training periods for simple jobs. The witnesses also alleged that American Home Products, and many other companies, used JTPA funds to train workers in Puerto Rico so that they could close older plants with more experienced workers. The allegations were denied by the chairman of American Home Products, who also was a witness at the hearings. (KC)

Promoting and Expanding Apprenticeship: A Strategic Plan for Preparing America's Work Force of Tomorrow (Phase I).

PUB DATE- 28 Apr 92

NOTE- 11p.; For a document on Phase II, see CE 063 693. Prepared by the Federal Committee on Apprenticeship.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Apprenticeships; Educational Finance; Federal Aid; *Labor Force Development; *Marketing; *National Programs; Postsecondary Education; Publicity; Public Relations; *Quality Control; Recordkeeping; *Strategic Planning; Student Records; Vocational Education

IDENTIFIERS- Client Tracking

A strategic plan to strengthen and expand the nation's existing apprenticeship system contains three components: apprenticeship promotion and marketing, national registration and tracking system, and quality. Efforts to promote apprenticeship must involve a two-pronged strategy that seeks both to develop new programs and expose potential program applicants to career opportunities through apprenticeship. Efforts should take two principal forms: (1) providing information about apprenticeship, with technical assistance regarding program development, to prospective program sponsors; and (2) conducting marketing and outreach efforts to the public and targeted groups to increase awareness of apprenticeship opportunities. The federal government, states, and individual program sponsors are carrying out some limited activities of this nature. For more than a decade, the Department of Labor's Bureau of Apprenticeship and Training has been attempting to institute a comprehensive, computerized national program/apprentice registration and tracking system. Implementation has been hampered by insufficient resources. Those responsible at the federal and state levels for promoting and ensuring quality within the apprenticeship system do not have the resources necessary to perform this function effectively. An investment of \$24.5 million would support activities in all three components. (YLB)

PUB DATE- 91

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; Adult Programs; Agency Cooperation; *Career Education; Cooperative Education; Coordination; Curriculum Development; *Disabilities; Educational Planning; Guides; *Interdisciplinary Approach; Mainstreaming; Postsecondary Education; *Program Improvement; School Business Relationship; Secondary Education; Supported Employment; *Vocational Education; Vocational Evaluation; Youth; *Youth Programs

This program improvement guide is designed to assist district and school level interdisciplinary planning teams to improve career/vocational programs for students with disabilities. Its focus is on the integration of best practices within the educational program continuum to achieve positive student outcomes. The guide includes three sections. Section I is an introduction that contains a brief rationale for using the guide, a list of persons who should use it, a description of how it should be used, and a description of benefits from using it. Section II provides detailed steps of three phases of an interdisciplinary team process for making improvements in the delivery of career/vocational services to youth with disabilities. The three phases are team building, program improvement, and action planning. To assist the team leader and members of the planning team, each phase consists of a brief overview, then activities and space for the team to document its work. Appendix I contains worksheets. Appendix II consists of Best Practice Area Helper Sheets. Each Helper Sheet focuses on a designated Best Practice Concept. A definition of that concept and a listing of attributes follow. Section III has been provided for team leaders and members to assemble their own resources within each of the best practice areas as abstracted in Appendix II. Materials to be included are suggested. (YLB)

ended comments. The subject matter declared most salient among the training needs identified pertained to advocacy and interventions for infirm elder clients. Supervisors directly stated they would like training in the ethics of elder care. Another important training need identified was that of interpersonal skills. (ABL)

ED 357 303

CG 024 853

Chevalier, Nancy E.; Lyon, Mark A.

A Survey of Ethical Decision-Making among Practicing School Psychologists.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Convention of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counselor Attitudes; *Decision Making; Elementary Secondary Education; *Ethics; Higher Education; National Surveys; *School Psychologists

IDENTIFIERS- National Association of School Psychologists

Empirical studies on the ethical decision-making practices of school psychologists are lacking. The purpose of this study was to investigate school psychologists' preferred resolutions to a number of ethical problems and their reasons for acting in a chosen manner. Members (N=76) of the National Association of School Psychologists were surveyed. A three-part questionnaire was used in this study. The first section consisted of seven vignettes describing ethical dilemmas. The second section asked respondents to rate each of the seven vignettes on perceived lack of seriousness of the problem and the frequency with which similar problems had been encountered in practice. The third section requested demographic information. A central finding of the study was that there was a general lack of agreement among respondents about preferred courses of action, and reasons to support these actions, when faced with the ethical dilemmas presented by the questionnaire. While these results may simply reflect the varied nature of the situations with which school psychologists are confronted, they may also support the hypothesis that many practitioners are struggling with a lack of clear guidelines in the face of quite serious ethical dilemmas. From these preliminary results it appears that many of the needs of practicing school psychologists in the area of ethical decision-making are not currently being met by preservice training. (ABL)

recognize that change is gradual; and be aware of the need for support. (RS)

ED 357 323

CS 011 290

Siegel, Janna; And Others
Differential Categorization of Words by Learning Disabled,
Gifted, and Non Disabled Students.

PUB DATE- 90

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Developmental Stages; Elementary Education;

Elementary School Students; Gifted; Grade 1; Grade 5; Learning
Disabilities; Reading Achievement; Reading Diagnosis; Reading
Research; Syllables; *Word Recognition

IDENTIFIERS- California (North); Words

To understand more fully the nature of children's difficulties in reading single words, a study investigated whether learning disabled students attend to different word features than nondisabled students, and whether there is a developmental sequence in the word features focused on by disabled and nondisabled children. Word sorts were used to determine if a significant difference existed between 145 first- and fifth-grade learning disabled and nondisabled groups of children from a middle socio-economic area of northern California. Results indicated that learning disabled students were more likely to provide no response or to rely on less sophisticated responses than nondisabled peers. Results also indicated that older children were: (1) able to attend to a greater variety of word features; (2) more likely to focus on recognizable meaning; and (3) more able to use syllabication as a tool for sorting than were younger children. Findings suggest that word sorting may be not only a viable approach to diagnosis when children are attending to written words, but also a useful method for helping children focus on such salient word features as numbers and characteristics of syllables. (Six tables of data are included.) (RS)

sensitive to the classroom community as a whole; and (4) these children need to be seen for what they are--children. (RS)

ED 357 343

CS 213 795

Hassett, Michael J.

Constructing an Ethical Writer for the Postmodern Scene.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communications (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Higher Education; Moral Values; *Reader Response;

Reader Text Relationship; Writing Instruction

IDENTIFIERS- *Author Reader Relationship; Authorship; Barthes

(Roland); Burke (Kenneth); Composition Theory; Deconstruction;

Foucault (Michel); *Postmodernism

The advent of postmodern criticism has brought about numerous changes in the way those in the academy read and teach the reading of texts. From Michel Foucault's "What is an Author?" to Roland Barthes' "The Death of the Author" and beyond, critics and theorists have sought to decrease the author-ity of the material that is read. In doing so, these writers have been justified by the view that the reader is as much a participant in the creation of a text as is the author; hence, the "tyranny" of the author as a monolithic source of meaning in a text--a tyranny previous critical methods have assumed--has been disputed by postmodern critics. The key to Kenneth Burke's methodology of response is the idea of the "other," a notion that has become extremely important in postmodern discursive theory. A theory and pedagogy of composition should be developed that will place an ethical responsibility upon the writer to enhance "response-ability," to create a space for response. In this way, the linguistic ideal of which Burke says ideal democracy is the institutional equivalent might be approached. The ethical postmodern writer, then, will be a person attempting to write in such a way that the reader is invited into the text's space as a full and equal partner in the meaning-making process. (SAM)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Authors; College Libraries; Higher Education; Library Guides; *Library Materials; Library Skills; Literary Criticism; *Nineteenth Century Literature; *Reference Materials; *Twentieth Century Literature; *United States Literature

IDENTIFIERS- University of North Carolina Charlotte

This handout is a guide to library resources in the J. Murrey Atkins Library at the University of North Carolina-Charlotte, intended to help students find sources of criticism on literature (long fiction, short fiction, poetry, and drama) by American authors. The guide explains important reference sources in the Atkins library reference collection and how to find biographical and critical information in books and periodicals. The guide is organized in six sections: (1) General Reference Books (for any author and all forms of literature); (2) Books (on individual authors and their work); (3) Reference Works (criticism, and bibliographies and checklists); (4) Periodical Indexes; (5) Book Reviews; and (6) Periodicals and Serials List (PASL). (SR)

because it seems to be a good alternative to more teacher-centered and teacher-dominated forms of education. The instructor has found the groups to be successful, but there are problems. Four typical problems are: the group member who is developmentally far behind her peers and offers only redundant comments; recent immigrants who usually dread and evade peer response groups; a group member (usually male) who constantly interrupts; and the very talented writer who overwhelms his peers. Group members dealing with these problems are indeed on task: they are learning that: (1) their suggestions may be redundant; (2) peer interaction can be avoided; (3) a reticent member can be persuaded to participate; (4) fine writing both pleases and dismays other group members; and (5) a power struggle for the floor can be won by an exasperated woman. The responsibility teachers have to distribute power in the classroom gives them choices: impose rules for group interaction, realizing that not all students are equal in ability; make power issues explicit, the subject of classroom study and discussion; and allow peer response groups to work these situations out on an individual basis without direct intervention. Teachers using peer response groups need to contemplate the implications of whatever instructional approach they take and decide how to empower their students in peer response groups. (RS)

ED 357 383

CS 213 841

Hackett, Robin

Humor As a Weapon in Virginia Woolf's "Orlando."

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biographies; *Humor; Literary Criticism; Literary Devices; Literary Genres; Sex Role; Sexual Identity
IDENTIFIERS- *Orlando (Title); Woolf (Virginia)

Virginia Woolf's "Orlando" is an excellent example of mock biography to use in literature classes concerned with analyzing literary genres. Woolf used humor to undermine some conventions of the genre of biography and to reform biography into a shape adequate to express the life of Vita Sackville-West. An ordinary biography most likely would have to position Vita as man or woman, tragic or comic. Woolf's mock biography, however, more uncertain than it is certain, more hyperbolic than it is realistic, is the story of a man/woman's four hundred years full of gender changes, cross-dressing, lovers of both sexes, and a court case to determine her sex. It tells broad diverse tragicomic truths about Vita that more ordinary biography might have been incapable of embracing. (RS)

of Saint Paul; *Speech Codes; Supreme Court

In the case of *RAV v. City of St. Paul*, a teenager was charged with violating the city's Bias-Motivated Crime Ordinance after being accused of burning a cross inside the fenced yard of a black family. In a 9-0 decision, the Supreme Court struck down the St. Paul ordinance, a decision which raised a question as to whether many college and university speech codes could be found unconstitutional by the Supreme Court's current majority. This paper attempts to resolve the dispute over this issue in the light of the *RAV* decision. The first section summarizes the types of college and university speech codes that exist in the United States. The second section argues that many speech codes would be found unconstitutional under Justice Scalia's majority opinion. The third section analyzes the concurring opinions of other justices. The majority opinion held that when a regulation on speech fits a categorical exception to the First Amendment, that regulation must be content-neutral. Based on this reasoning, college and university speech codes which only regulate "fighting words" directed at historical victims of discrimination would probably be held unconstitutional as well. However, an analysis of the concurring opinions written by four of the Court's more liberal justices appeared to leave the door open for a ruling that a speech code, if limited to racist and sexist fighting words, would be constitutional. (The St. Paul ordinance prohibited the display of symbols--such as burning crosses--calculated to arouse anger, alarm, etc., in traditional hate crime targets). If a member of the majority left the Court and was replaced by a jurist whose philosophy was more consistent with the *RAV* concurring justices, any speech code case reaching the Court would have a greater chance of survival. (Sixty-eight footnotes are included.) (RS)

report, the SCANS report, National Education Goals Report, America 2000, New American Schools, and "Redefining the Possible: Achieving the National Goals." Kansas reform efforts include state strategic directions, Quality Performance Accreditation (QPA), the School District Finance Act, initiatives on behalf of children by the Kansas State Legislature, and the Kansas Commission on Education Restructuring and Accountability. In addition, the QPA plan is outlined to help school boards meet the plan's requirements. These requirements include data collection, school profiles, improvement plans, and the 10 goals, or outcomes, all schools must work toward. A glossary and questions and answers about QPA are included. (JPT)

ED 357 423

EA 024 779

Stone, Susan C.

Shaping Strategy: Independent School Planning in the '90s.

PUB DATE- 93

NOTE- 172p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)

DESCRIPTORS- Educational Change; *Educational Planning;

*Educational Policy; Elementary Secondary Education;

*Objectives; *Private Schools; *Strategic Planning; Workshops

The definition of strategic planning has changed in recent years. Strategic planning for independent schools involves creating a vision and a mission, employing environmental scanning methods to identify important facts, focusing on excellence, mandating continuous flexibility, and relying on simplicity. This book reexamines and updates information on strategic planning outlined in an earlier work. To analyze why the process of strategic planning has worked so well in so many different kinds of schools, leadership and management literature about strategic planning was reviewed. Topics of chapters include planning in the 1990s, preparing for a planning cycle, strategic thinking, drafting a strategic plan, the implementation program, appraisal and revitalization, and problems and pitfalls. The appendices contain an outline of the strategic-planning process strategic-planning chart, a sample set of planning documents, a sample implementation program, and a sample computerized implementation program. (Contains 10 references.) (JPT)

an average of \$95 per year above inflation through 1990-91. Similarly, local per-pupil support increased about \$99 per year above inflation through 1989-90. In most states, the increased expenditures went toward higher salaries and to improve teacher-student ratios. Several factors influenced spending levels for different expenditures: strength of state and local economies, changes in enrollment, voter attitudes, school-finance legislation, and funding competition between schools and other social services. By 1991-92, state expenditures for education were lagging behind inflation. Local support, by 1989-90, barely matched inflation. Thus, if the findings of "A Nation at Risk" led to increased education spending, the effect either wore off or was overwhelmed by other factors. Included in an appendix are 10 tables on different aspects of per-pupil expenditure, state support, local support, instructional staff salaries, instructional staff-pupil ratios, and state cost-of-living indices. (JPT)

ED 357 443

EA 024 858

Fulton, Mary; Long, David

School Financial Litigation: A Historical Summary.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

PUB DATE- Apr 93

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Constitutional History; *Constitutional Law; *Court Litigation; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equal Education; School Law; State Courts

IDENTIFIERS- Rodriguez v San Antonio Independent School Dist; Serrano v Priest

Two landmark cases, "Serrano v Priest" (1971) and "Rodriguez v San Antonio" (1973) catapulted school finance litigation onto the political and educational scene. In their aftermath, 11 state supreme courts had ruled school funding systems unconstitutional while 12 state systems have been upheld as constitutional. Many plaintiffs have argued that states rely too heavily on local property taxes and distribute funding unequally. Defendants often argue that local control is the cause of funding disparities and that state educational clauses do not require equalizing per student spending. A 19-page chart is provided for relevant cases before state supreme courts that includes a brief history of case names, court activity, and plaintiffs. The chart also details court rulings on constitutionality under state equal protection and educational clauses. A high degree of legal scrutiny that shifts the burden of proof to states often exists where plaintiffs argue that funding inequalities violate a constitutional right to education. The chart includes a brief historical and contextual analysis describing the particular claims of each plaintiff and subsequent legal developments. (TEJ)

of success in dealing with the growing population of disadvantaged students. Other shortfalls concern student achievement, dropout rates, students who are inadequately prepared for the job market and college, and an inadequate supply of quality and minority teachers. Lessons learned in the past 10 years are to emphasize student results; recognize that improvement is a longterm commitment; establish clear, measurable goals; and develop partnerships among schools, colleges, and communities. (LMI)

ED 357 464

EA 024 887

Robbins, Jerry H.

Testimony before National Education Commission on Time and Learning.

PUB DATE- 30 Apr 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials

(090), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Elementary Secondary Education; *Extended School Day; *Extended School Year; Faculty Workload; *Professional Development; Role of Education; *Teacher Responsibility; *Teacher Role; Teaching (Occupation)

Testimony about the role of education and teachers with regard to an extended school day/year is presented in this paper, which argues that the school must deliver and attend to students' wide range of intellectual and social needs. Changing social conditions have created new and increased responsibilities for schools, in which administrators must become better prepared to provide leadership in the delivery of social services and teachers must be "front line" diagnosticians and referral agents. To carry out their new responsibilities, teachers must be provided with staff, more preparation time, and access to resources. If schools move to longer school years or days, the first priority must be to provide student services. The second priority is to give teachers at least 1,100 clock hours per year of quality instructional time with K-12 students. Other needs are to allow teachers time for diagnostic/referral functions and professional development. (LMI)

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Community Involvement; *Educational Assessment; Educational Change; Elementary Secondary Education; *Parent Participation; Public Schools; *School Effectiveness; *School Restructuring

IDENTIFIERS- *California; *Charter Schools

In 1993, California became the second state to permit the creation of charter schools--innovative public schools operated by groups of parents, teachers, and community members under a contract or charter with a local school board. This paper provides an initial examination of the state's first charter schools based on research on organizational innovation; information visits with charter petitioners; interviews with state legislators, the state department of education, and educational interest groups; and an analysis of the charters of the first 10 charter schools. The first section of the paper reviews research on organizational innovation to provide a base for examining the state's charter schools. Next, the paper discusses how charter schools could extend reforms begun under other statewide initiatives, why communities are creating charter schools, and which of the traditional roles played by school boards and the state department of education are challenged by charter schools. The final section of the paper discusses emerging issues related to charter schools, including the degree to which they can be innovative and operate as schools of choice with academically low-achieving students. The paper closes with an overview of the Southwest Regional Laboratory's future research on charter schools. (Contains 59 references.) (Author/JPT)

New Jersey when the legislature enacted the state's second major education-finance-reform law, the Quality Education Act of 1990 (QEA). This paper describes changes in revenues, expenditures, and programs in 11 diverse New Jersey school districts during the first year of implementation of the QEA, the school year 1991-92. The sample included three types of school districts--special needs, transition aid, and foundation aid. District-level data were collected through document analysis and interviews. Site-level data were obtained through visits to at least four schools in each district, interviews with the principal and staff, and a teacher questionnaire that yielded a 60 percent response rate. Findings indicate that the QEA helped poor urban districts make significant but incremental changes in their educational programs. In contrast, the reduction of state aid to wealthy suburban districts did not undermine educational quality. Although the QEA had a modest impact on equalizing expenditures between rich and poor districts, it did produce noticeable increases in revenues and expenditures for special-needs districts. However, substantial disparities in expenditures remain between the special-needs and transition-aid districts. Finally, increased aid given to special-needs districts did not appear to be misspent. Eleven tables and five endnotes are included. (Contains 16 references.) (LMI)

M. Iverson); and "Future Trends in Assessment" (H. Booney Vance). References accompany each chapter. (JDD)

ED 357 523

EC 302 065

Levinson, Edward M.

Transdisciplinary Vocational Assessment: Issues in School-Based Programs.

PUB DATE- 93

NOTE- 441p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Development; Diagnostic Tests; Disabilities; *Evaluation Methods; *Interdisciplinary Approach; Models; Program Development; *Program Implementation; *Psychological Testing; Secondary Education; Staff Role; Student Evaluation; Teacher Role; Vocational Aptitude; *Vocational Evaluation; Vocational Rehabilitation

This volume on vocational assessment is written from an educational and psychological perspective and includes descriptions of program models appropriate for implementation within school settings. The book focuses on cooperation among a variety of school-based professionals; incorporates the roles of community-based professionals and parents; and offers practical, time-effective, and cost-effective methods for establishing and implementing vocational assessment programs within school-based settings. The book advocates a transdisciplinary model, which includes professionals in mental health, vocational rehabilitation, and social service agencies. Chapters address: (1) an introduction to transdisciplinary school-based vocational assessment; (2) theories of vocational development; (3) general considerations in assessment; (4) vocational assessment techniques and strategies; (5) vocational assessment domains and instrumentation; (6) practical and logistical considerations in program development, including considerations in the assessment of students with disabilities; (7) program models and methods; and (8) vocational planning, programming, and services. Appendixes provide sample assessment forms and a bibliography of approximately 400 items. References accompany each chapter. (JDD)

Discrimination; Higher Education; Prevention; Rehabilitation;
Universities; Vocational Education
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)
This pamphlet discusses Section 504 of the Rehabilitation Act of
1973, which prohibits discrimination on the basis of physical
or mental handicap by any program or activity receiving federal
financial assistance. The regulation applies to all recipients
of Department of Education funding, with the focus of this
pamphlet including colleges, universities, postsecondary
vocational education, and adult education programs. The
pamphlet provides guidelines on the following issues:
postsecondary school provision of auxiliary aids, postsecondary
student responsibilities, examples of auxiliary aids,
effectiveness of auxiliary aids, cost of auxiliary aids, and
personal aids and services. Questions commonly asked by funding
recipients and students are then answered. (JDD)

ED 357 543

EC 302 086

Transition Policy in Minnesota: A Glance Back, A Look Ahead.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.;
Minnesota State Dept. of Jobs and Training, St. Paul.

PUB DATE- Mar 93

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Agency Cooperation; *Disabilities; Educational
Policy; *Education Work Relationship; High Schools; Policy
Formation; Postsecondary Education; Program Development;
*Public Policy; *School Community Programs; School Community
Relationship; Statewide Planning; *Transitional Programs

IDENTIFIERS- *Minnesota

This report presents recommendations that address needed changes
and improvements in state policies, administrative practices,
and school and community service programs, in relation to
school-to-adult-life transition of young people with
disabilities in Minnesota. Recommendations were derived from
two sources: (1) reviews of state plans and reports, and
federal and state legislation and policies; and (2) interviews
with policymakers, professionals, individuals with
disabilities, and family members throughout Minnesota. The
report begins with a brief history of Minnesota transition
policy. Sixty-five recommendations are then presented, within
the categories of state level, community level, and individual
and family recommendations. A framework for a general planning
and implementation process is then presented, focusing on
interagency and agency-specific steps. Appendixes list over 50
source documents and reports, identify commonly used acronyms,
and summarize the report's recommendations. (JDD)

education and future teaching plans. (A copy of the survey form is provided. Survey forms were distributed in November 1992; results are not included in this paper.) In the area of recruitment, the CSPD's plan focuses on recruiting experienced teachers who already possess an endorsement or Master's degree in special education. The recruitment plan relies heavily on Alaska Teacher Placement (ATP), which serves as the clearinghouse and referral center for all Alaska districts. ATP conducts several large placement fairs and disseminates a recruitment brochure throughout the United States. The CSPD also commissioned the development of a recruitment videotape. (JDD)

ED 357 563

EC 302 107

Schnorr, Janice M.; Straugh, Thomas

Alaska CSPD Teacher Survey Report.

PUB DATE- May 93

NOTE- 24p.; For a related document, see EC 302 106.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Career Planning; *Disabilities; Elementary School Teachers; Elementary Secondary Education; *Faculty Mobility; Quality of Working Life; Secondary School Teachers; *Special Education Teachers; State Surveys; *Teacher Attitudes; Teacher Morale; Teacher Shortage; *Teacher Supply and Demand; Teaching Experience; *Work Environment

IDENTIFIERS- *Alaska

A survey was conducted of 484 Alaska teachers who hold an endorsement in special education, to determine their movement patterns, incentives to continue teaching, deterrents to teaching in special education, and future career plans. Findings included: (1) the mean average number of years of teaching in special education was 10; (2) the majority of teachers possessed master's degrees; (3) 20 percent of teachers who hold endorsements in special education elect not to teach special education; (4) respondents usually had taught in another state previously; (5) annual movement of teachers from one district to another was 3 percent; (6) the top five incentives for teaching special education were a supportive building principal, a cap on case load, a cap on class size, providing planning time, and providing release time for testing; (7) frequently mentioned deterrents to teaching special education were too much paperwork, too many students on caseload, demands of special education meetings, and job stress/mental health; and (8) approximately 62 percent of teachers planned to continue to teach in special education in Alaska during the next 3 years. The study concludes that the combination of many deterrents and few incentives suggests that teachers are not satisfied with the teaching environment in many schools. A copy of the survey form is attached. (JDD)

Mifflin Social Studies text series (1991). Part I of the manual presents a systematic process for text review, to identify the features of textbooks that are conducive to learning. Part II examines teaching methods and strategies used to achieve effective instruction and learning. It presents three lesson plans, to provide teachers with examples of how plans can be used to improve the effectiveness of instruction with texts. Appendices contain recommendations for publishers and data from a survey of 31 teachers concerning social studies textbooks. (Contains approximately 55 references.) (JDD)

ED 357 584

EC 302 131

Osfield, Kenneth

State University System of Florida: Resource Guide to Programs and Services for Students with Disabilities. Second Edition. PUB DATE- Jan 93

NOTE- 38p.; For the first edition, see ED 343 285.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Assistive Devices (for Disabled); College Programs; *College Students; *Disabilities; Federal Legislation; Financial Support; Higher Education; *Resources; Scholarships; State Legislation; *State Universities; *Student Personnel Services

IDENTIFIERS- Florida; *State University System of Florida

This guide was developed to provide information about the programs and services of the State University System of Florida to potential students with disabilities. The guide begins with descriptions of the six categories of disabling conditions recognized by the system (visual impairments; physical impairments; hearing impairment; specific learning disabilities; speech impairment; and other impairments--cardiovascular and circulatory, mental, psychoneurotic, or personality disorders, blood serum disorders, respiratory disorders, diabetes and epilepsy), summaries of federal and state laws, and information about funding for auxiliary learning aids. Each of the nine state universities is then described in a two-page section outlining its programs and services. These sections include highlights of the institution, admission procedures, available publications, university statistics, services provided to individuals with specific disabilities by category, and addresses of relevant university departments and student organizations. The guide concludes with descriptions of scholarships and supporting agencies available to assist students with disabilities. (JDD)

courses to accommodate the needs of business students. Recommendations for state action are offered, including making international education a part of the basic education of all students. The proposed Foreign Language Economic Enhancement Act is described and supported. Contains 17 references. (LB)

ED 357 606

FL 021 101

Hansen, Merrily P.; Armstrong, Gloria
En el seno del hogar. Experiencias familiares para desarrollar el alfabetismo (Right at Home. Family Experiences for Building Literacy).

PUB DATE- 93

NOTE- 48p.; For the English version, see ED 351 674.

LANGUAGE- Spanish

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- Handicrafts; Instructional Materials; Kindergarten Children; *Literacy Education; *Native Language Instruction; Nonprint Media; *Parent Participation; Preschool Children; Preschool Education; Primary Education; *Reading Skills; *Spanish; Spanish Speaking; *Writing Skills

This publication, a Spanish translation of "Right at Home," is a family involvement program in the form of easy-to-read cartoon-style letters to be used at home by parents or other family members with their preschool or kindergarten-age children. The book is designed to be used independently by parents, or to be reproduced and distributed to families by teachers as part of the school program. The letters present specific ideas for developing literacy skills during day-to-day activities. The publication provides enjoyable practice in the following important skills: (1) life skills; (2) concept development; (3) thinking skills; (4) speaking and listening skills; and (5) reading and writing skills. There are 33 pages containing 3 or more ideas for activities and conversations that strengthen skills or concepts. The pages present a variety of homes and neighborhoods to communicate the idea that learning depends neither on time nor place. The book also contains five pages of instructions for simple arts and crafts projects. There is also one page of traditional songs, poems, and rhymes. (KM)

ED 357 607

FL 021 137

Toriyama, Kyoko

Mainland U.S. High School Japanese Language Programs.

PUB DATE- 1 Oct 92

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Articulation (Education);

Computer Assisted Instruction; Educational Media; Higher

Education; *High Schools; *Instructional Materials; *Japanese;

Questionnaires; *Second Language Instruction; Second Language

Learning; *Second Language Programs; Teaching Methods; Textbooks

This study surveyed 29 high schools concerning Japanese language

instruction (JLI). A questionnaire focused on five aspects of

JLI, including type of textbooks and supplementary teaching

materials used; teaching approaches and goals and student

achievement; class formation; and ideas for future JLI. Data

from 17 high school Japanese language teachers were analyzed.

Subjects reported using three writing systems (Japanese only,

romanization and Japanese, romanization only) and as many as 11

different types of textbooks. Half of the respondents rated

speaking as the most required language skill, followed by

listening, reading, and writing. Respondents noted the need for

more current textbooks and teaching materials. Discussion

focuses on ways to improve Japanese textbooks, the value of

using television to teach Japanese language and culture, the

use of computers in Japanese language classes, and the gap

between high school and university instruction in Japanese. The

role of proficiency-oriented methods in JLI and training,

certification, and networks for teachers are addressed. (JP)

ED 357 608

FL 021 148

Heltoft, Lars; Geist, Uwe

Relevans og intention. To analyser af en massemedietekst om

økonomisk politik. ROLIG-papir 33 (Relevance and Intention. Two

Analyses of a Mass Media Text on Economic Politics. ROLIG-paper

33).

PUB DATE- Dec 84

NOTE- 83p.

LANGUAGE- Danish

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Economics; Foreign Countries; Language Usage;

*Linguistic Theory; Mass Media; *News Writing; *Opinions;

*Structural Analysis (Linguistics)

IDENTIFIERS- Denmark; *Textual Analysis

The three papers in this publication analyze a newspaper article

on "economic politics," or more specifically, the devaluing of

the Danish kroner. The papers all examine some linguistic or

structural feature of the language used in writing the article.

Specific focus is on relevance theory and relevance in the

article, the use of text analysis in looking at relevance, the

function of the language used in the article, and the intention

of the writing (e.g., how the writing of the article is used to

shape the opinions of readers). (VWL)

ED 357 609

FL 021 151

Lynch, Joanne

The International Academy for Bilingual Education and Bicultural

Boyle, Ron

Distance Learning: A Neglected Mode of Instruction in LSP.

PUB DATE- Apr 93

NOTE- 25p.; Paper presented at the SEAMEO-RELC Regional Seminar (Singapore, April 19-23, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiotape Cassettes; *Distance Education; *Economics

Education; Engineering Education; English (Second Language);

*English for Special Purposes; Foreign Countries; Higher

Education; Inservice Teacher Education; *Language Skills;

Notetaking; Oral Language; *Orientation Materials; Videotape

Cassettes

IDENTIFIERS- *Asian Institute of Technology (Thailand); *Vietnam

LSP is an acronym for "Language for Special Purposes." Two

distance learning English-for-Special-Purposes (ESP) pilot

projects at the Asian Institute of Technology (AIT) are

described to illustrate the type of work to which distance

learning might make a contribution. English is the language of

instruction at AIT. The first project is a pre-session academic

orientation course for postgraduate engineers at AIT. Students

are provided with recorded lectures to familiarize them with

their professors' speech, transcripts of lectures and note-

taking exercises, a selection of recommended readings, sample

assignments and of corrected papers, and sample exams. This

process also helps professors to become familiar with the

students before they arrive at AIT. The second project is a

language teaching and teacher training program for English-as-a-

Foreign-Language and ESP teachers in Hanoi, where teachers of

English are in high demand. The political and economic reforms

in Vietnam have resulted in a rapidly-growing amount of

investment in the country, but teachers rely heavily on

currently-available textbooks and do not have time or resources

to use newer materials or methods. An in-service economics

course was designed with Birmingham University to provide

teachers with videocassettes containing a selection of news

programs and documentaries, accompanied by transcripts and

exercises. Contains 51 references. (LB)

Pearson, Vangie L.

Texas Schools, Inc.: A Case Study of the Transfer of Technology
at a Pilot Bilingual Program.

PUB DATE- Oct 92

NOTE- 54p.; Paper presented at the Annual Convention of the
Speech Communication Association (Chicago, IL, October 1992).
Derived from Master's Thesis.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; Bilingual Students; Case

Studies; Cultural Differences; Language Skills; Mexican

Americans; Pilot Projects; Postsecondary Education; Spanish;

Student Attitudes; Teacher Attitudes; *Teacher Student

Relationship; Technical Institutes; *Technology Transfer

IDENTIFIERS- Texas; *Texas Schools Inc

ED 357 651

FL 021 307

Choi, Dong-Ik

Two Causative Constructions in Korean.

PUB DATE- 93

NOTE- 16p.; For the serial issue in which this paper appears, see FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- *Case (Grammar); *Korean; Linguistic Theory;

*Morphology (Languages); Structural Analysis (Linguistics);

*Syntax; Uncommonly Taught Languages; Verbs

IDENTIFIERS- *Causatives (Grammar)

Two types of causative constructions in Korean behave differently both syntactically and semantically. This paper presents the syntactic differences between syntactic causative constructions and morphological causative constructions in terms of merger process of argument structures, and in the Case assignment in the two constructions in terms of the Case transmission mechanism. (Contains 8 references.) (Author)

ED 357 652

FL 021 308

Compernelle, Tim Van

Connotations of Surprise in the Conditionals 'To' and 'Tara' in Japanese: A Review and Synthesis.

PUB DATE- 93

NOTE- 14p.; For the serial issue in which this paper appears, see FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- *Japanese; Language Research; *Linguistic Theory

IDENTIFIERS- *Conditionals; *Connotations

The two conditionals 'to' and '-tara' in Japanese do not carry neutral connotations. This paper offers evidence to support the claim that '-tara' can carry, among other things, a connotation of surprise in reference to specific past events. However, evidence is also offered to show that the conditional 'to,' contrary to what is stated in most reference grammars, carries connotations of inevitability even when the sentence refers to a specific sequence of past events. (Contains 10 references.) (Author)

ED 357 653

FL 021 309

Nomura, Masuhiro

Language as Fluid: A Description of the Conduit Metaphor in Japanese.

PUB DATE- 93

NOTE- 17p.; For the serial issue in which this paper appears, see FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- *Communication (Thought Transfer); Contrastive

Linguistics; English; *Japanese; Language Research; *Linguistic Theory; *Metaphors; *Verbs

The question of how 'communication' is metaphorized in Japanese

Schwehn, Mark R.

Exiles from Eden. Religion and the Academic Vocation in America.

PUB DATE- 93

NOTE- 158p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position

Papers/Essays (120)

DESCRIPTORS- Academic Freedom; *College Faculty; *Faculty College Relationship; Higher Education; *Organizational Change; *Organizational Climate; Religious Factors; *Traditionalism; *Values Clarification

This book argues that the modern university has forgotten its spiritual foundations and that it needs to reappropriate these foundations before it can creatively and responsibly reform itself. The book first offers a critical examination of the ethos of the modern academy, especially its understanding of knowledge, teaching, and learning, and then goes on to formulate a description of the "new cultural context" within which the world of higher learning is presently situated. Finally, a view of knowledge and inquiry that is linked essentially to character, friendship, and community is developed. Additionally, it is demonstrated that the practice of certain spiritual virtues is and always has been essential to the process of genuine learning--even within the secular academy. The book examines the relationship between religion and higher learning in a way that is at once historical and philosophical, critical and constructive. It calls for a reunion of the intellectual, the moral, and the spiritual virtues within the world of higher education in America. Contains an index. (GLR)

ED 357 676

HE 026 423

Sparks, Linda, Comp.

College Admissions: A Selected, Annotated Bibliography.

Bibliographies and Indexes in Education, No. 11.

PUB DATE- Jan 93

NOTE- 197p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reference Materials - Bibliographies (131)

DESCRIPTORS- Access to Education; *Admission Criteria; Admissions Officers; Annotated Bibliographies; *College Admission; College Bound Students; College Preparation; Colleges; Community Colleges; *Enrollment; Foreign Students; Higher Education; Open Enrollment; *Selective Admission; *Student Recruitment; Undergraduate Study; Universities

This selective bibliography of approximately 900 items spans works written over several decades, and focuses on all aspects of undergraduate college admissions in the United States. References are included on admission to community colleges, 4-year colleges, and universities. Citations are from the education literature and include books, book chapters, journal articles, dissertations, and ERIC microfiche. The references fall into four categories: general admissions; marketing and recruitment; admissions offices and officers; and foreign admissions. Older materials are included, but popular handbooks on how to get into college are not. The subject index contains cross references to related topics. (GLR)

Student Loan Program Simplification Study. Sources of Complexity.
Preliminary Findings. Draft.

PUB DATE- Jan 93

NOTE- 37p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Colleges; *College Students; Data Processing;
Delivery Systems; Eligibility; Federal Programs; Federal
Regulation; Graduate Students; Higher Education; Job
Simplification; *Records (Forms); *Student Loan Programs

IDENTIFIERS- *Higher Education Act 1965

A study was done by the Advisory Committee on Student Financial Assistance to determine specific legislative, regulatory or administrative sources of complexity and burden in student loan programs under Part B of the Higher Education Act of 1965 and to recommend enhancements that will have positive effects on loan delivery and collection systems for those programs. The study arose out of Congressional concern that the Part B programs have become too costly for the federal government and too complex to those receiving funds or administering the programs. The study gathered information through three regional hearings, a solicitation of the community for comment on preliminary findings, site visits, a symposium to discuss strategies, and a hearing on final recommendations. In order to synthesize the information gathered from the hearings, the study developed an analytical framework to clearly delineate sources of complexity. Six fundamental sources emerged: (1) multiple, overlapping loan programs; (2) conflicting terms and conditions among programs; (3) burdensome legislative and regulatory requirements; (4) inconsistent lender and guarantor policies; (5) nonstandard processes and forms; and (6) inadequate data and network infrastructure. The report details the findings concerning the effects of each of these complexity sources on students and schools. Five appendixes contain data on student loan commitments, borrower patterns, program interest rates, annual loan limits by program, and deferment categories. (JB)

Student Loan Program Simplification Symposium. Briefing Document.

PUB DATE- Apr 93

NOTE- 21p.; For related documents, see HE 026 428-442.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- College Students; *Delivery Systems; *Federal
Programs; Higher Education; *Policy Formation; Records (Forms);
*Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Guaranty Agencies; Higher Education Act Title IV;
Interest Rates; Lenders (Finance)

This paper offers proposals for streamlining and simplifying the federal student loan programs in light of legislative and budgetary changes in progress during the early part of the Clinton Administration. The recommendations are based on 35 proposals submitted by institutions, associations, guaranty agencies, secondary markets, lenders, and loan servicing organizations. Student and institutional imperatives were developed and for each of those organizational categories and

Hall, Margarette Rooney
The Dean's Role in Fund Raising.

PUB DATE- 93

NOTE- 120p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrative Principles; Administrator Attitudes; Administrator Role; *College Administration; *Deans; *Decentralization; Educational Finance; *Fund Raising; Higher Education; Surveys; Trend Analysis

This book explores increased decentralization of university and college development systems and consequent fund raising roles of deans. The book's analysis is based on a 1989 study of development system decentralization and specific management issues related to this trend. Where decentralization occurs, deans can take actions to make their development activities productive and successful by integrating their development officers into the academic unit's leadership team or by arranging for development officers to work closely with its volunteer board of advisors. In addition, specific development tasks and responsibilities must be divided between the academic unit and the central development office. Disagreement arises between academic unit development officers and chief university development officers with regard to coordination and control of development. The study addressed the effect of decentralization on the university's autonomy. Decentralization was seen as changing the balance of power on campus which may affect the institution's ability to set its own priorities. Centralized systems provide strong coordination and control. Decentralized systems provide deans with incentive and staffing for fund raising and demand pragmatic and philosophical leadership from the dean. Appendixes contain the survey questionnaire, and aggregate results, and 31 references. (JB)

Brown-Wright, Dianne; And Others
Leadership, Faculty, and Decentralized Authority.

PUB DATE- 1 May 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Ohio Academy of Science (Youngstown, OH, May 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Budgeting; *College Faculty; Decentralization; Higher Education; Job Satisfaction; *Leadership Styles; Participative Decision Making; Quality of Working Life; Questionnaires; Research Design; Surveys; *Teacher Attitudes

IDENTIFIERS- Minnesota Scale of Employment Satisfaction

A pilot study was conducted to investigate preferred leadership style, faculty job satisfaction, and faculty attitudes toward decentralized budget authority at a selected midwestern research institution. An "Attitude Toward Decentralization" (ATD) scale was developed to determine faculty attitudes toward decentralized authority and responsibility. Modified versions of two other scales, the Least Preferred Co-Worker Scale

Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (25th, North Myrtle Beach, South Carolina, June 21-25, 1992).

PUB DATE- Jun 92

NOTE- 306p.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)

DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Networks; Computer Simulation; Computer Software Development; *Computer Uses in Education; Conference Papers; *Curriculum Development; Delivery Systems; Elementary Secondary Education; Higher Education; Hypermedia; *Information Technology; *Microcomputers; *Telecommunications

IDENTIFIERS- Computer Mediated Communication; Internet

Forty-three papers from a conference on microcomputers are presented under the following headings: Computing in the Curriculum, Information and Computer Science Information; Institutional and Administrative Computing, and Management, Services, and Training. Topics of the papers include the following: telecommunications projects that work in university classrooms of tomorrow; providing voice, data, and video communications to local schools; computers in calculus and throughout the mathematics curriculum; computer modeling in traditional classrooms; multimedia in education; cross-curricular computing in a liberal arts college; using hypermedia to develop a political science simulation; using an integrated instructional delivery system for remediation in higher education; computer-mediated communication in curricula; teaching elementary matrix operations using spreadsheets; case studies in systems analysis; teaching data communications; teaching programming with closed laboratories; the evolution of information systems organization; the evolution of a software engineering course; the changing role of computing in college administration; learning to collaborate; a computerized academic advising package; developing a LAN-based student information system; human resources information systems; a workshop for faculty about Internet services; promoting computer literacy among faculty and academic staff; faculty and staff personal computer training; effective use of student employees in a microcomputer laboratory; and multi-user access in a campus network. Many of the papers contain references. (SLD)

Collins, Allan
Design Issues for Learning Environments.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cognitive Style; *Cost Effectiveness; Curriculum Design; *Decision Making; *Educational Environment; Educational

Cargle, Mildred Kathleen Mason
Multicultural Literature in Elementary Schools.

PUB DATE- 93

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TY/E- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- American Indians; Audiovisual Aids; *Childrens Literature; *Cultural Awareness; Curriculum Development; Elementary Education; Ethnic Groups; Fiction; Hispanic Americans; Librarians; *Media Specialists; *Multicultural Education; Racial Differences; *School Libraries; Tables (Data)

IDENTIFIERS- Asians; *Fulton County Public Schools GA;

*Multicultural Materials

A survey was conducted to determine whether elementary school library media specialists are promoting the integration of multicultural literature into the curriculum. The emphasis was on the use of fiction and easy fiction books with Hispanic, Asian, or American Indian characters and settings. Twenty-five questionnaires were returned (out of 30) by elementary school library media specialists in Fulton County (Georgia). Eighty-eight percent responded that they used books with Hispanic characters or settings in their libraries, and 96 percent replied that they used books with Asian characters or settings. All respondents used books with American Indian characters or settings. The library media specialists used a variety of methods to incorporate books representing these cultures and were active in promoting their use by teachers. In Fulton County, elementary school library media specialists are incorporating a wide variety of books, magazines, and audio-visual materials into the curriculum; and they are using many interesting ways to encourage students to read these books. Five tables present study findings. Four appendixes contain information about the student racial composition, the cover letter and questionnaire, and lists of audio-visual and fiction/easy fiction materials for multicultural use. (Contains 24 references.) (SLD)

Adams, Cynthia Ann

The Preservation of Paper Collections in Archives.

PUB DATE- 93

NOTE- 68p.; Specialist in Education Thesis, Georgia State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Archives; *Emergency Programs; *Librarians; Library Services; Library Surveys; Policy Formation; *Preservation; Public Libraries; *Records Management; Tables (Data)

IDENTIFIERS- Georgia (Atlanta); *Paper Deterioration

The preservation methods used for paper collections in archives were studied through a survey of archives in the metropolitan Atlanta (Georgia) area. The preservation policy or program was studied, and the implications for conservators and preservation officers were noted. Twelve of 15 archives responded (response rate of 80 percent). Basic preservation methods were used in all of the archives, including boxing, encapsulating, and

Toop, Leigh; Burleigh, Judi
Arrangements for the Recognition of Prior Learning in Australia.
PUB DATE- Jan 93

NOTE- 152p.; A product of a Competency-Based Training Pilot
Project, 1992.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Certification; Continuing Education; Educational
Assessment; *Educational Experience; *Educational Policy;
Educational Practices; Educational Trends; *Employment
Experience; Foreign Countries; *Learning Experience; Lifelong
Learning; *Prior Learning; Skilled Occupations; Special Degree
Programs; Trade and Industrial Education; Two Year Colleges;
*Vocational Education; Work Experience

IDENTIFIERS- *Australia

Developed in response to changes in Australia's vocational
education and training system to help maintain a skilled and
adaptable workforce, this report examines principles and
practices regarding arrangements for the recognition of prior
learning (RPL) in Australia. The first section of the report
discusses the context of report, highlights key principles of
RPL, and provides definitions of key terms. The second section
reviews recent developments in RPL, including the growing
international acceptance and the application of RPL in
Australia. This section also describes types of recognition,
including appropriate placement of individuals in
courses/programs, certification of skilled individuals to
practice in regulated occupations, and assessment of employee
competencies, and reviews the benefits for individuals,
training providers, employers, immigrants, and the community.
Section 3 discusses issues surrounding the implementation of
RPL, including resource-efficient approaches, attitudinal
barriers, costs, and standards for recognition. The final
section describes exemplary practices in Australia for each
stage of RPL, including publicity, initial support and
counseling, applications, assessment, post-assessment guidance,
and certification. Extensive appendixes provide findings from a
national study of applications of RPL for vocational education
students, higher education students, certified individuals in
regulated occupations, and employers. A list of report
contributors and 49 references are included. (MAB)

Myers, Christopher J.; Silvers, Philip J.
Evaluating the College Mission through Assessing Institutional
Outcomes.

PUB DATE- May 93

NOTE- 13p.; Paper presented at the Annual Forum of the
Association for Institutional Research (33rd, Chicago, IL, May
16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *College Outcomes Assessment; College Planning;
Community Colleges; Community Influence; *Community
Involvement; *Institutional Evaluation; Institutional Mission;

Rural Programs: Vocational Education Resource Package.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 25p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Community Colleges; Cooperative Programs; Economic Development; Educational Resources; *Institutional Characteristics; Labor Force Development; Program Descriptions; Program Development; *Rural Education; *Rural Schools; School Business Relationship; School Holding Power; Special Needs Students; Student Characteristics; Student Recruitment; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package on rural college programs contains information about successful program strategies and ideas currently in use in vocational education programs at rural schools within the California Community Colleges (CCC). The opening section of the report reviews institutional characteristics and administrative considerations unique to rural colleges and lists advantages of the rural college setting frequently cited in student recruitment efforts. This section also describes strategies employed to respond to smaller student populations and a limited industrial base, reviewing specific cooperative partnerships between the CCC and local industry; describes partnerships among neighboring campuses; and discusses linking programs to the local economy. Next, the report provides case studies on the following four programs at rural colleges in the CCC: (1) the Natural Resources and Environmental Majors program at Feather River College; (2) the Lake Tahoe Hospitality Program at Lake Tahoe Community College; (3) the Steam Power Operations Technology Program at Lassen Community College; and (4) the Economic Development Summits at Mendocino College. The final section of the report lists specific steps in identifying local and regional labor market needs and describes the CCC's Labor Market Information and Student Follow-up System, developed to assist the colleges perform labor market analyses. A list of program contact people is included. (PAA)

Trends in Gender Equity: Vocational Education Resource Package.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 23p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ancillary School Services; Community Colleges;

*Counseling Services; Displaced Homemakers; Educational

Heacock, Ronald C.; Jenkins, Jacqueline L.
Howard Community College Enrollment by Census Tract, Fall 1991.
Research Report Number 81.

PUB DATE- Mar 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical
(143), Numerical/Quantitative Data (110)

DESCRIPTORS- *Census Figures; Community Characteristics;
*Community Colleges; Community Size; Comparative Analysis;
Credit Courses; *Demography; *Enrollment; Enrollment
Influences; *Enrollment Trends; Full Time Students; Part Time
Students; *Student Characteristics; Two Year Colleges; Two Year
College Students

IDENTIFIERS- *Howard Community College MD

A study was conducted of students enrolled in fall 1991 at Howard Community College (HCC) in Columbia, Maryland, by matching student addresses to one of 29 populated census tracts in Howard County. The study sought to understand what part of Howard County students were coming from; whether HCC was serving more remote areas of the county; and differences in residence patterns for part- and full-time students, and day and evening students. To determine HCC's penetration rate into each tract, the study examined the relationship between HCC's 1991 enrollment from each tract and each tract's total 1990 census population. Of the 4,883 HCC students enrolled in fall 1991, 592 student addresses were unmatched and were not assigned to a census tract. Study findings included the following: (1) for the county as a whole, the average tract enrollment at HCC was 2.29% of the tract population; (2) 18 of the 29 tracts fell below the 2.29% average; (3) there was a definite concentration of enrollees living in tracts nearest the college, while the tracts with low percentage enrollment were bordering on other counties; (4) on average, students were enrolled for 6.98 credits; (5) no particular distribution pattern emerged for mean credits earned by tract, although outer tracts, particularly in the west and south, had higher means for day credit enrollments; and (6) the highest concentrations of part-time enrollment were from areas closest to the college. Maps and data tables are included. (PAA)

ED 357 808

JC 930 296

Bowen, Raymond C.
Presidential Survival in Tough Times.

PUB DATE- 93

NOTE- 24p.; Paper presented at the Annual National Convention of the American Association of Community Colleges (73rd, Portland, OR, April 28-May 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Administrative Problems; Administrator Attitudes;
*Administrator Role; College Administration; *College
Presidents; Community Colleges; Decision Making Skills;
*Institutional Mission; Mission Statements; Problem Solving;
Student Behavior; Two Year Colleges
Surviving the position of college president requires the

Hammer, Judith McGowan; O'Bar, Angelina Merenda
Growing Up Strong: A Mental Wellness and Life Skills Development
Program for Fourth Graders.

SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- 89

NOTE- 75p.; For other kits in this series, see PS 020 848-855.

Large classroom posters not included here.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; *Child Rearing; Class Activities;
*Daily Living Skills; Decision Making Skills; Drug Education;
*Early Intervention; Elementary Education; Elementary School
Students; Family Programs; Grade 4; Instructional Materials;
Intermediate Grades; Language Skills; Learning Activities;
Mental Health; Multicultural Education; *Parent Participation;
Parent Student Relationship; *Prevention; Safety; *Substance
Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

Growing Up Strong (GUS) is a curriculum designed to develop strong mental and physical health in kindergarten through sixth grade students, with the objective of preventing subsequent substance abuse. This document contains a teacher's guide for using GUS in fourth grade classrooms (GUS 4) and duplication masters of materials that can be sent home with children to promote family involvement in GUS. Part I of the four-part teacher's guide provides background information about the program, GUS's multicultural approach and comprehensive prevention philosophy, major components of the GUS 4 program, and accessory materials. Part II includes information on using GUS, evaluating the program, and using the family involvement messages. Part III offers suggestions on classroom management, ways to teach problem solving, positive reinforcement, cooperative learning, and children's art, and lists 32 books for children, 24 books on cooperative learning for teachers, 4 publications for parents, and 23 organizational resources. Part IV provides instructional units on personal safety, drugs, stress management, refusal skills, friendship, and other topics. The units contain activities designed to help children develop social and self-management skills. The materials designed for children to take home include information sheets for parents about drugs, the importance of family and friends, physical health, parents as role models, the encouragement of children's reading, the effects of stress on children, and the creation of special times with their children. Sample awards for children and GUS promotional materials are attached. (AC)

Hammer, Judith McGowan; O'Bar, Angelina Merenda
Growing Up Strong: A Mental Wellness and Life Skills Development
Program for Fifth and Sixth Graders.

SPONS. AGENCY- ACTION, Washington, D.C.; Oklahoma State Dept. of
Mental Health, Stillwater.

PUB DATE- 89

NOTE- 77p.; For other kits in this series, see PS 020 848-854.

Large classroom posters not included here.

LANGUAGE- English

Hawley, Theresa Lawton

Maternal Cocaine Addiction: Correlates and Consequences.

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Child Abuse; *Child Neglect; Child Rearing; Child Welfare; *Cocaine; Cognitive Development; Comparative Analysis; Drug Abuse; *Drug Addiction; Failure to Thrive; Family Environment; Family Problems; Interviews; *Mothers; *Parent Child Relationship; Poverty; *Preschool Children

IDENTIFIERS- Emotional Abuse

This study investigated the effects of cocaine addiction on mothers' ability to care for their children. The population interviewed included 25 cocaine-addicted mothers in a drug treatment center and a comparison group of 25 mothers of children in a Head Start program. Each mother was questioned about: (1) her pregnancy with a specific child (children's mean age = 3.2 years); (2) the child's social, motor, and cognitive development; (3) her expectations for the child's future; (4) the adequacy of her resources and social support; and, (5) her level of depression. The addicted mothers were also asked how their drug use affected their ability to take care of their children. Emotional neglect or abuse of the children was reported by 60% of the cocaine-addicted mothers. Physical neglect was also reported by 60% of the addicted mothers. Children of the addicted mothers had more chaotic home environments, moved more frequently from home to home, and were more likely to have been placed in foster care than children of mothers in the comparison group. Compared to mothers in the comparison group, addicted mothers described their children as having been more difficult as infants, rated their children lower in overall development, had lower expectations for their children's future, and were more worried that their children would get into trouble in the future. The results of the study reveal that there are clear and important differences between the environments of children whose mothers abuse cocaine and those whose families are simply poor. (SM)

ED 357 843

PS 021 311

Eheart, Brenda Krause; Power, Martha Bauman

Adoption: The Reconstruction of Unshared Pasts into a Shared Present and a Projected Future.

PUB DATE- Apr 91

NOTE- 45p.; Parts of this paper were presented at the Gregory Stone Symposium (San Francisco, CA, February 1991) and at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adopted Children; *Adoption; *Behavior Disorders; Case Studies; *Emotional Adjustment; Emotional Disturbances; Family Characteristics; Family Life; *Mental Retardation; *Parent Attitudes; Personal Narratives

Leung, Jupian J.; And Others

Gender Differences in Academic Motivational Orientations:
American and Chinese Students.

PUB DATE- 93

NOTE- 26p.; Part of a Ph.D. Dissertation, University of Illinois,
Urbana-Champaign. For a related document, see PS 021 388.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Failure; Attribution
Theory; Catholic Schools; Cross Cultural Studies; *Cultural
Differences; Foreign Countries; Performance; Secondary
Education; *Secondary School Students; *Sex Differences;
*Student Motivation; White Students

IDENTIFIERS- Chinese People; *Hong Kong; *United States

The study described in this paper involved 333 American students
in Wisconsin and 375 Chinese students in Hong Kong in grades 8,
10, and 12. The study focused on 3 areas: (1) gender
differences in perception of causal attributions of success or
failure in school; (2) the relationship of gender to
achievement goal orientation; and (3) cross-cultural
differences in academic motivational orientations. Children
completed English language questionnaires that gathered
demographic information and assessed several factors related to
children's academic motivational orientations. Results
indicated that girls from both cultures felt the cause for
their success in schoolwork as more internal and controllable,
and were more likely to attribute their failure in schoolwork
to lack of effort than were boys. These results suggested that
both American and Chinese girls felt a stronger sense of
personal responsibility for their academic achievement than
their male counterparts. Compared to American boys, American
girls were more likely to attribute their failure in schoolwork
to the difficulty of the task, and scored higher on measures of
task goals and social solidarity goals. (TJQ)

ED 357 862

PS 021 388

Leung, Jupian J.; And Others

Some Sociocultural Differences in Students' Academic Motivational
Orientations.

PUB DATE- 93

NOTE- 36p.; Based on a Ph.D. Dissertation, University of Illinois
at Urbana-Champaign. For a related document, see PS 021 387.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Failure; Age
Differences; Attribution Theory; Catholic Schools; Cross
Cultural Studies; *Cultural Differences; Foreign Countries;
Performance; Secondary Education; *Secondary School Students;
Sex Differences; Socioeconomic Status; *Student Attitudes;
*Student Motivation; White Students

IDENTIFIERS- Chinese People; *Hong Kong; *United States

This study examined the relationship of ethnicity, gender,
socioeconomic status (SES), age, and self-perceived academic
achievement to students' academic motivational orientations.
Groups of 333 American students in Wisconsin and 375 Chinese
students in Hong Kong in grades 8, 10, and 12 completed
questionnaires that gathered demographic information and
assessed students' perceived academic achievement and factors

Marcon, Rebecca A.

At-Risk Preschoolers: Early Predictors of Future Grade Retention.

PUB DATE- Mar 93

NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Black Students; *Elementary School Students; *Grade Repetition; *High Risk Students; Kindergarten; *Parent Participation; Preschool Children; Preschool Education; Primary Education

IDENTIFIERS- African Americans

This study examined demographic, behavioral, and academic contributors to inner-city children's grade retention prior to third grade and at the end of the fifth year of school. Subjects were 138 children who were enrolled in 63 public schools in Washington D.C. Prior to entering first grade, all children, 96 percent of whom were African American, had attended both prekindergarten and kindergarten. Measures included assessments of children's academic progress, children's behavioral and social development, parental involvement during children's first 3 years in school, the nature of children's prekindergarten and kindergarten experiences, and demographic information. Results, based on 66% of the original sample, indicated that relationships existed between children's reading and language skills in first grade and their grade retention prior to third grade; between their parents' involvement in their education during kindergarten and their grade retention prior to third grade; and between their verbal performance during their fifth year in school and their grade retention at the end of their fifth year in school. Three tables are included. (BC)

ED 357 881

PS 021 432

Marcon, Rebecca A.

Parental Involvement and Early School Success: Following the 'Class of 2000' at Year Five.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Black Students; *Elementary School Students; *Grade Repetition; Grades (Scholastic); Kindergarten; *Parent Participation; *Parent School Relationship; Preschool Education; Primary Education

IDENTIFIERS- African Americans

This study examined the academic achievement of an original sample of 168 inner-city children who were making the transition from the primary to the upper elementary grades (62% of the children made up the recovered sample). Subjects, 95 percent of whom were African American, were enrolled in public schools in Washington, D.C. Data from previously conducted interviews with the children's prekindergarten, kindergarten,

Reed, James B.

State Legislation Relating to Native Americans, 1991.

PUB DATE- Dec 91

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials

(090), Information Analyses/State-of-the-art Materials

(070), Collected Works - Serials (022)

DESCRIPTORS- Alaska Natives; American Indian Education; *American Indians; Economic Development; Federal Indian Relationship; Health Services; Higher Education; *State Legislation; Tribal Sovereignty

IDENTIFIERS- *Native Americans; *State Tribal Relationship

This report summarizes legislative activities in states that enacted bills and resolutions relating to Native Americans in 1991. Conflicts between states and the Indian tribes within their borders were the subject of significant legislation in 1991. In all, 220 bills and resolutions were introduced in state legislatures; 77 passed and 20 are still pending. The bills address a variety of issues and resolutions, including repatriation of Indian burial remains, gaming, taxation, education, the use of peyote in Indian religious ceremonies, organization of Indian commissions and state-tribal committees, water rights, law enforcement, fishing and hunting, land development, housing, economic development, health care, and Indian crafts. Several factors are commanding increasing legislative attention to Native American affairs: (1) the tendency of the Supreme Court in recent years to render decisions unfavorable to tribal interests; (2) an increased number of Native American state legislators; (3) the delegation by Congress of federal regulatory activities to the tribes; and (4) a heightened awareness of the contribution of Native Americans and greater assertiveness by Native Americans to exercise self-determination. Included are a state-by-state description of legislative activity and the number of Native American legislators in each state. The appendix contains summaries of all enacted and pending legislation, by state. (KS)

ED 357 900

RC 019 124

Matthews, Bruce E.

Does Outdoor & Environmental Education Have a Role in

Multicultural Education?

PUB DATE- Dec 92

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUE TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Camping; Cultural Differences; *Cultural Pluralism; *Environmental Education; *Intergroup Relations; Minority Groups; *Multicultural Education; *Outdoor Education; Values Outdoor and environmental education can play a vital role in multicultural education. Environmental education can promote global perspectives by exploring the common interests of different racial and ethnic groups in finding ways to live equitably and sustainably on earth. Outdoor and environmental educators can encourage racial and ethnic diversity among their members. To do so, they must focus on how environmental education can help meet the agenda of individuals and groups of

Rural Profile of Arkansas, 1993: A Look at Economic & Social Trends Affecting Rural Arkansas.

PUB DATE- Jan 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Economic Factors; *Economic Status; Educational Attainment; Employment Patterns; *Expenditure per Student; Health; *Local Government; *Population Trends; *Poverty; Rural Areas; Rural Development; *Rural Urban Differences; Social Influences

IDENTIFIERS- *Arkansas

This publication presents indicators of social and economic conditions in Arkansas highlighting urban and rural differences. Initial information includes a discussion of the definition of "rural" and a display of classification schemes used to describe the regions of Arkansas. The remainder of the document contains data for 1990, state rank, and rural/urban comparisons for: (1) population trends; (2) economic trends, including changes in employment, per capita income, types of jobs, earnings, personal income, transfer incomes (retirement pensions, social security, and medical payments), retail sales, transportation, and construction; (3) poverty, in terms of percentage of persons below the poverty level, income distribution, and changes in number of recipients of Aid to Families with Dependent Children; (4) local government, entailing types of municipalities and property taxes; (5) education, focusing on expenditures per student and educational attainment; and (6) health status, consisting of the infant mortality rate and access to health care. Appendices contain extensive data tables by county in each of these categories. Also included are many graphs and maps. (KS)

Lifelines of Learning: Distance Education and America's Rural Schools. A Report to the 103rd Congress and the American People Pursuant to Pub. L. 102-356.

PUB DATE- 93

NOTE- 108p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Case Studies; *Distance Education; *Educational Technology; Elementary Secondary Education; Federal Legislation; *Government Role; *Program Implementation; *Public Television; *Rural Education; Rural Schools; Telecommunications; Telecourses

IDENTIFIERS- *Interactive Distance Learning

This document responds to the Public Telecommunications Act of 1992 directing the Corporation for Public Broadcasting (CPB) to report on prospects for distance learning projects to assist rural schools. Based on a literature review, case studies, and two audio conferences with leading educators and distance learning providers, the report focuses on the most effective use of existing public telecommunication facilities to establish and implement distance learning projects in rural areas. Chapters cover: (1) the predicament of rural schools in providing quality educational programs; (2) the state of

Cinnamon, Jerry
Risk Management in High Adventure Outdoor Pursuits.

PUB DATE- 89

NOTE- 20p.; In: Life Beyond Walls: Proceedings of the 1988 National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods, Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Accident Prevention; Accidents; Case Studies; Leadership; *Outdoor Activities; *Risk; *Safety; Weather

IDENTIFIERS- Mountaineering; *Outdoor Leadership; *Risk Management

This paper outlines management guidelines for outdoor adventure pursuits based on analysis of accident case studies in the literature. Managing risk, to a large degree, involves managing human errors related to natural environmental hazards. The knowledge needed to manage risk may be gained through personal experience (the most dangerous way), education, or the experience of others. Each case study illustrates a human factor that can increase risk and discusses related safety procedures that could minimize the risk. These human factors include: (1) poor judgment due to lack of experience; (2) leader's lack of technical skills, people skills, or environmental knowledge; (3) engaging in unsafe activities because of "tradition"; (4) interpersonal factors that lead to the group splitting up; (5) peer pressure; (6) personal or group goal orientation; (7) the belief that large group size alone can produce safety; (8) pushing the limits of one's skill in critical environmental conditions; and (9) the limited human perspective on natural recurring hazards. The role of guidelines is to establish a barrier between environmental hazards and potential human factors. An appendix outlines guidelines related to leadership, group formation, goals and decision making, and group movement. (SV)

Ewert, Alan
The Identification and Modification of Situational Fears
Associated with Outdoor Recreation.

PUB DATE- 89

NOTE- 19p.; In: Life Beyond Walls: Proceedings of the 1988 National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Adults; Adventure Education; *Age Differences; Anxiety; *Fear; Individual Development; *Outdoor Activities; *Recreation; *Sex Differences; Student Attitudes

IDENTIFIERS- *Outward Bound

This paper examines the effect of participation in an Outward Bound course on participant levels of situational fears. Patterns of situational fears were studied with regard to: (1) fears before, immediately after, and 1 year following the Outward Bound course; (2) the intensity of these fears; and (3)

Update Project 2061: Education for a Changing Future.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 92

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; *Educational Change; Elementary School Science; Elementary Secondary Education; Instructional Leadership; Literature Reviews; National Programs; Research and Development; Research Reports; *Science Curriculum; *Science Education; Science Instruction; Science Teachers; Scientific Attitudes; *Scientific Literacy; Secondary School Science; Teacher Education

IDENTIFIERS- *Project 2061 (AAAS); Science Process Skills

Project 2061 was initiated in 1985 with the goal of making Americans science literate. This report presents an update on the progress of Project 2061 and supplements the book "Science for All Americans" (SFAA). In the section of this report entitled "Background" is a brief overview of the project, an outline of purposes and attributes, and a summary of the content of SFAA. The second part of this report, "Work in Progress," describes how the six school-based design teams are going about their work, and what the chief products of this research and development phase of the work will be. The third part of this report, "In the Meantime," suggests steps that educators can take right away to foster reform that is in harmony with the philosophy of Project 2061. These include making science teaching consistent with the nature of scientific inquiry, reflect scientific values, and counteract learning anxieties. In addition, science teaching should extend beyond the school and teaching should take its time. (PR)

Barman, Charles R.; Shedd, Jill D.

The Development, Dissemination, and Evaluation of Science

Activities for Hearing-Impaired Children. Final Report.

SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.

PUB DATE- 91

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; *Deafness; *Disabilities; Educational Research; Elementary School Science; Elementary Secondary Education; *Hearing Impairments; Higher Education; Inservice Teacher Education; Learning Processes; Partial Hearing; *Science Activities; *Science Curriculum; Science Instruction; *Special Education Teachers

IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program; *Hands on Science

The main focus of this project was to prepare a handbook of science activities and to disseminate this handbook to K-8 teachers of the hearing-impaired in the State of Indiana. The handbook, titled "Doing Science Using the Learning Cycle," was developed by a select group of teachers and several consultants with expertise in curriculum development. The same teachers

Vorsino, Wanda S.

Improving the Effectiveness of Science Laboratory Instruction for Elementary Students through the Use of a Process Approach for Change.

PUB DATE- 92

NOTE- 103p.; Ed. D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Educational Change; Educational Research; Elementary Education; *Elementary School Science; Elementary School Students; *Inservice Teacher Education; *Instructional Leadership; Models; Parent Attitudes; Parent Participation; Professional Development; Program Implementation; Science Activities; Science Curriculum; *Science Education; Science Instruction; *Science Laboratories; Science Teachers

IDENTIFIERS- *Hands on Science; Science Process Skills

This practicum endeavored to improve science laboratory instruction for elementary students. The major goal of the practicum was to facilitate laboratory use so that teachers would incorporate laboratory experiences as an integral component in science instruction. To improve the instructional significance of the science laboratory, the writer developed and initiated a MAPS change process model (Motivation, Alternatives, Planning, Sharing) in collaboration with representative teachers. The committee acted in a leadership capacity to develop goal commitment, formulate strategic actions plans, communicate a shared vision, resolve implementation obstacles and monitor progress. Implementation included inservice training in effective science teaching strategies, coordination of community volunteer participation and documentation of worthwhile hands-on science laboratory activities. Outcomes of this practicum illustrated that improvement in science laboratory instruction is contingent upon teacher empowerment, community involvement and participation, facilitative leadership styles, an understanding of the change process and goal commitment. As a result of this practicum, achievement in science increased in daily grades and on standardized tests, student and teacher attitudes about science improved, materials for science activities were obtained and the community became involved in promoting excellence in science education. (Author)

ED 357 977

SE 053 392

Westerback, Mary E.; Primavera, Louis H.

A Science Educator's and a Psychologists' Perspective on Research about Science Anxiety.

PUB DATE- Mar 92

NOTE- 46p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 22, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Affective Measures; *Anxiety; Attitude Measures; Elementary Secondary Education; Higher Education; Literature Reviews; Predictor Variables; Science Education; *Science Instruction; Scientific Attitudes; Self Esteem; Sex Differences; *Student Attitudes; *Teacher Attitudes; Test

Year 2000: A Framework for Learning.

PUB DATE- 90

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Assessment; Educational Objectives; Educational Philosophy; *Educational Policy; *Educational Principles; Elementary Secondary Education; Foreign Countries; *Program Descriptions; Program Development

IDENTIFIERS- *British Columbia

Consisting of five sections, this paper presents the policy of the British Columbia (Canada) Ministry of Education regarding the organization of educational services for students through provincial curriculum and assessment programs. It also provides guidance to school and district personnel as they carry out their responsibilities to interpret and implement provincial guidelines, and as they develop local policies and programs for the delivery of educational services to children. The first section provides background information about the findings of the 1988 Sullivan Royal Commission on Education and about the Mandate and Policy Directions for the school system announced by the Minister of Education in January, 1989. The second section outlines key principles about the nature of learning and about the implications of these principles for educational programs. The third section presents the "Framework for Learning" and describes the general features of the new provincial programs. The fourth section offers descriptions of the new Primary, Intermediate, and Graduation Programs. The fifth section is a brief summary of the paper. (DB)

ED 358 000

SO 022 903

Killam, Rosemary N.

Where Went Black Jack Davy? A Hierarchical Approach to Tune Analysis and Comparison.

PUB DATE- 86

NOTE- 32p.; Paper presented at the Conference of the American Folklore Society (Baltimore, MD, October 23-26, 1986).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Folk Culture; Linguistic Theory; *Music; *Music Education; *Singing; *Songs

IDENTIFIERS- Black Jack Davy (Song); Folk Music; *Hierarchical Analysis; Jackendoff (Ray S); Lerdahl (Fred); *Musical Analysis

An intermingling of folk and art music lends credence to the analysis of folk music through systems designed for art music. Fred Lerdahl and Ray Jackendoff presented a system useful for folk music analysis. The system, which Lerdahl and Jackendoff developed from Schenkerian analysis and structural linguistics, works under the assumption that a piece of music proceeds from stability to instability, returning to stability at its end. Two variants of "Black Jack Davy," Child Ballad number 200, are used to demonstrate the system's usefulness in drawing relationships between surface adjacencies and in making melodic and formal relationships explicit. The analysis coding is quick

ED 358 022

SO 023 126

Hanson, Ralph, Ed.; Brooks, Diane
World History and Geography: Ancient Civilizations. Course Models
for the History-Social Science Framework: Grade 6.

PUB DATE- 93

NOTE- 226p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Course Content; *Grade 6; *History Instruction;
Instructional Materials; Intermediate Grades; *Social Studies;
State Curriculum Guides; *Western Civilization; *World History
IDENTIFIERS- California

This document outlines ancient civilization teaching models for California sixth graders. It is another response to teachers' requests for practical assistance in implementing the "History-Social Science Framework." Units include: (1) Early Humankind and the Development of Human Societies; (2) The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush; (3) The Foundations of Western Ideas: The Ancient Hebrews and Greeks; (4) West Meets East: The Early Civilizations of India and China; and (5) East Meets West: Rome. The units provide textual material, illustrations, suggestions for student learning activities, annotated bibliographies, and appendices. (LBG)

ED 358 023

SO 023 128

Frey, William H.
Investigating Social and Demographic Change in America: An
Introductory Social Demography Course. Overview and Data Sets.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Aug 92

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Cohort Analysis; *Course Content; Course
Descriptions; *Demography; Higher Education; Introductory
Courses; *Population Trends; Social Science Research

This document provides information about an undergraduate course that introduces college students to major social, economic, and political influences that have affected the demographic structure of the nation's population over the last four decades. The course permits students, working in small teams, to investigate the ways in which changes in race relations, family living arrangements, the status of women, and the nation's industrial structure affect particular birth cohorts, population subgroups, and geographical areas. In addition to a description of the course, the document also provides illustrative examinations, team assignments, class discussion questions, and additional exercises. Lists of data sets, which students use in computerized census tabulations, also are included. (DB)

ED 358 024

SO 023 129

Looking at Ourselves and Others. Revised.

PUB DATE- Jan 93

NOTE- 77p.

Campbell, R. J.; Neill, S. R. St. J.
The Workloads of Secondary School Teachers. Final Report.
SPONS. AGENCY- Assistant Masters and Mistresses Association,
London (England).

PUB DATE- Nov 91

NOTE- 64p.; For a related paper, see SP 034 401.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Curriculum; Educational Policy; Elementary School Teachers; Employee Attitudes; Foreign Countries; Intermediate Grades; Salaries; Secondary Education; *Secondary School Teachers; Sex Differences; Surveys; *Teacher Attitudes; *Teaching Load; Time Management; Work Attitudes; *Working Hours
IDENTIFIERS- *British National Curriculum; England; Wales

This study investigated the amount of time secondary school teachers spent working and the types of work activities, based on records and survey forms from 348 teachers in secondary schools in England and Wales. Findings include: (1) the weekly mean time spent on work was 54.4 hours; (2) teachers spent an average of 16.9 hours teaching, 12.9 hours in preparation, 18.1 hours in administration, 5.3 hours in inservice training, and 4.1 hours in other activities; (3) there was a positive relationship between salary and long hours of work; (4) there was a negative relationship between salary and time spent teaching, with more experienced and higher paid teachers spending more time on administration and in meetings; (5) 40 percent of teachers felt that their academic background was not well matched to their current teaching; and (6) there were no significant gender differences in the amount of time spent on work. Policy issues discussed include the use of teachers' time, match of subject expertise to teaching duties, gender and secondary teachers' work, national curriculum and assessment, and the "conscientiousness" factor and teacher motivation. Appendices provide copies of the Record of Teacher Time form and the secondary teacher questionnaire used and statistical data from the study. (JDD)

Anderson, Beverly J.
What Has Been Done and What More Must Be Done To Recruit
Minorities in Teaching Mathematics.

PUB DATE- 23 Oct 92

NOTE- 30p.; Paper presented at a Conference of the Mathematics
Advisory Working Group of the Mathematical Association of
America (Atlanta, GA, October 23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; Elementary School Mathematics; Elementary Secondary Education; Higher Education; Labor Turnover; *Mathematics Education; *Minority Group Teachers; Program Descriptions; Secondary School Mathematics; *Teacher Recruitment

This paper on minority teachers in the field of mathematics begins with statistics on minorities in America, in order to put the problem of underrepresentation in perspective. It then

Shanoski, Lorraine A.; Hranitz, John R.
Learning from America's Best Teachers: Building a Foundation for
Accountability through Excellence.

PUB DATE- Feb 92

NOTE- 9p.; Paper presented at the Annual Meeting of the
Association of Teacher Educators (72nd, Orlando, FL, February
15-19, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials

(070), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Research; Elementary School Teachers;
Elementary Secondary Education; Research Utilization; Secondary
School Teachers; *Teacher Attitudes; *Teacher Behavior;
*Teacher Characteristics; *Teacher Effectiveness; Teaching
(Occupation); *Teaching Skills

IDENTIFIERS- *Cruikshank (Donald R); Pedagogical Content
Knowledge; Teacher of the Year; *Teacher Performance Assessment
Instruments

The search for knowledge about effective teachers has produced a great deal of research activity utilizing a variety of research techniques. This paper discusses research on national Teachers of the Year (Shanoski and Hranitz, 1989, 1990, 1991) and relates it to the teacher effectiveness clusters identified by Donald Cruikshank (1990) in his study of effective teaching research. Cruikshank's clusters are: (1) teacher character traits; (2) what the teacher knows; (3) what the teacher teaches; (4) what the teacher expects; (5) how the teacher teaches; (6) how the teacher reacts to pupils; and (7) how the teacher manages the classroom. Utilizing this knowledge base, an instrument to determine the level of teaching effectiveness is presented as a tool to identify personal involvement in teaching and teaching skills. It is concluded that the Shanoski and Hranitz research supports the research review on effective teaching done by Cruikshank. Results indicate that levels of personal involvement in teaching and teaching skills can be identified; guidance and specific training opportunities can then be provided to develop and increase skills and behaviors. An instrument, "Level of Teaching Effectiveness," which utilizes the knowledge base on effective teaching, is appended. (LL)

McEneaney, John E.; Sheridan, E. Marcia
Evaluating the Effectiveness of an Undergraduate Teacher
Education Program.

PUB DATE- May 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Curriculum Evaluation;
Education Courses; Elementary Secondary Education; *Factor
Analysis; General Education; *Graduate Surveys; Higher
Education; *Measurement Techniques; National Surveys;
*Preservice Teacher Education; Program Effectiveness; *Program
Evaluation; Special Education; Teacher Attitudes; Teacher
Education Curriculum; *Teacher Education Programs;
Undergraduate Study

Studies, Community School District 2, Manhattan, 1991-92. Final Evaluation Report. OREA Report.

PUB DATE- 92

NOTE- 72p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education; Child Language; Chinese; Cultural Awareness; *English (Second Language); Kindergarten; Kindergarten Children; Language Proficiency; *Language Skills; Limited English Speaking; Parent Participation; Preschool Children; *Preschool Education; Primary Education; Program Evaluation; Staff Development; Whole Language Approach

IDENTIFIERS- New York City Board of Education

The second year of the International Academy for Bilingual Education and Bicultural Studies program in New York City is described. The program provided instructional and support services to 40 Chinese- and English-speaking students in one pre-kindergarten and one kindergarten class at P.S. 1 in community school district 2. Half of the students were English proficient (EP) and half were limited-English proficient (LEP). The project used a home language survey as well as parent and teacher evaluation to determine whether students were EP or LEP. Emphasis of the project was on providing all participants with an enriched program of bilingual education, using language development and activities within the framework of whole language methodology. Parents played an important role and were present in the classroom throughout the year, and staff attended monthly workshops. The Office of Research, Evaluation, and Assessment assessed dual language proficiency and English language skills. The project met all its pre-kindergarten objectives: social and academic development, content areas, arts, health education, physical education, and multicultural awareness. The project also met its kindergarten objectives for English as a Second Language, but not for dual language. It met the objectives for staff development and parental involvement. One recommendation is offered: to reevaluate the definition of dual language proficiency, since the checklist criteria may not have been appropriate. (LB)

ED 357 610

FL 021 158

Daly, John P.; Daly, Margaret H.

Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 24.

PUB DATE- 80

NOTE- 176p.; For selected individual papers, see FL 021 159-163.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- African Languages; English; *Grammar; *Linguistic Theory; Phonology; Semantics; *Spanish; *Structural Analysis (Linguistics); *Syntax; Translation; Uncommonly Taught Languages

IDENTIFIERS- *Clauses; *Tepehuan

The working papers in this volume, written by staff and advanced students of the Summer Institute of Linguistics at the University of North Dakota, include the following: "The Antigone Constraint" (David Tuggy); "Clause Types in Southeastern Tepehuan" (Thomas L. Willett); "Sentence Components in Southeastern Tepehuan" (Thomas L. Willett); "Ethical Dative and Possessor Omission Si, Possessor Ascension Noi" (David Tuggy); and "Notes on African Linguistics" (Terri Scruggs). The first paper presents a class of sentences that certain syntactic rules of English would be expected to

Texas Schools, Inc. (TSI) developed a pilot program in bilingual education for Mexican-American vocational workers in the Department of Diesel Mechanics at Texas Tech University. This study assesses the transfer of technology in that environment using quantitative and qualitative measures. TSI, a technical and vocational school in Lubbock, Texas, operated from 1972 to 1992. The pilot bilingual effort consisted of a 6-month technical training and language development program. During the first 3 months technical classes were conducted in Spanish; during the last 3 months, in English. Spanish and English language classes were taught throughout the program. A total of 16 students were studied using the Canadian International Development Agency (CIDA) scale and case study interviews. The student questionnaire consisted of five questions dealing with the differences between the students' educational experiences in Mexico and in America; the instructor questionnaire addressed student differences and changes that could improve the educational climate at TSI. Results suggest: (1) students preferred a group approach to learning and a preference for laboratory practice, and looked to the instructor as a caretaker as well as instructor; (2) the teacher's agenda favored classroom instruction over laboratory instruction; (3) the norms, roles, agendas, and motives of the students and instructor came into conflict in their attempt to transfer technology successfully; (4) technology transfer did take place; and (5) CIDA scales are useful instruments for studying the transfer of technology whether the change agents are from the host or visiting culture. Contains 31 references. (LB)

ED 357 631

FL 021 216

Dual Language Immersion Program Models. Elementary School.

PUB DATE- 91

NOTE- 397p.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Awareness; Elementary Education; Elementary School Students; English; *English (Second Language); *Immersion Programs; *Language of Instruction; Limited English Speaking; Magnet Schools; Models; *Spanish; Student Evaluation; Teaching Methods
IDENTIFIERS- *Chicago Public Schools IL

In September 1980, the Board of Education of the City of Chicago and the U.S. Department of Justice signed a consent decree that committed the board to the development of a comprehensive student desegregation plan to remedy the effects of past segregation on Black and Hispanic students. To fulfill the goals of the Chicago Desegregation Plan, educational initiatives have been established in elementary and high schools, including specialty programs in racially identifiable schools. This program guide aims to assist in the organization, implementation, and improvement of the Dual Language Immersion Program, which uses both English and another language as the medium of instruction in the elementary school. While continuing development in their native language through the general program of instruction, both limited-English-proficient (LEP) and monolingual (English-speaking) students have the opportunity to acquire the basic skills of interpersonal communication in the second language. This guide describes the Spanish/English program at three magnet schools. It includes instructional goals, objectives, suggested activities, and assessments at beginner, intermediate, and advanced levels. A

is examined and this metaphorization is contrasted with Reddy's (1979) conduit metaphor. A claim is made that there is a strong tendency for Japanese to conceptualize 'word' as 'fluid' and to fuse 'word' and 'meaning.' English, which unlike Japanese, has overt count/mass and singular/plural distinctions, provides indirect support for the claim. It is suggested that one way to revitalize the conduit metaphor is to see how other languages metaphorize 'word' and 'communication,' which will hopefully reveal in what respects Reddy's conduit metaphor is universal and in what respects it is language specific. (Contains 6 references.) (JL)

ED 357 654

FL 021 310

Terada, Michiko

Null-Expletive Subject in Japanese.

PUB DATE- 93

NOTE- 21p.; For the serial issue in which this paper appears, see FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- *Japanese; *Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics)

IDENTIFIERS- Causatives (Grammar); *Subject (Grammar)

In the current Government and Binding framework, every sentence must have a subject. When the matrix subject position is non-thematic, it is filled by an expletive. Japanese, however, lacks an overt expletive. This raises the question of whether the language has an expletive which is null, or raises an embedded subject to the matrix subject position. It is argued that Japanese does indeed have a null-expletive in the course of discussing how a negative polarity item behaves in a so-called 'raising' construction. (Contains 12 references.) (Author/JL)

ED 357 655

FL 021 311

Miner, Kenneth L.

On Some Theoretical Implications of Winnebago Phonology.

PUB DATE- 93

NOTE- 21p.; For the serial issue in which this paper appears, see FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Journal Articles (080)

DESCRIPTORS- *American Indian Languages; *Linguistic Theory; *Phonology; *Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages; Vowels

IDENTIFIERS- *Winnebago; Winnebago (Tribe)

This paper is essentially a commentary on Steriade 1990, which deals with certain aspects of Winnebago phonology. The issues cluster around a much-discussed process known as Dorsey's Law (see Miner 1992 and references given there) that is operative in Mississippi Valley Siouan and that Steriade has generalized to other language groups. Winnebago syllable structure, cyclic syllabification, cluster reduction, and the formalization of Dorsey's Law itself are discussed. (Contains 10 references.) (Author/JL)

ED 357 656

FL 021 312

Information Digest of Postsecondary Education in Iowa, 1989-90.

PUB DATE- Dec 91

NOTE- 261p.; For the 1991-92 report, see HE 026 425. Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Accreditation (Institutions); Budgeting; College Faculty; Degrees (Academic); Educational Finance; *Enrollment; *Expenditures; Graduate Study; Higher Education; *State Colleges; Statistics; *Student Costs; *Student Financial Aid; Tables (Data); *Teacher Salaries; Tenured Faculty; Undergraduate Study; Universities

IDENTIFIERS- *Iowa

This publication provides statistical data and charts concerning the status of Iowa colleges and universities for the 1989-90 academic year. Data are presented for the following categories: (1) student expenses; (2) the degrees and other formal awards conferred by each school; (3) faculty salaries and tenure status; (4) school financial data; (5) student financial aid and expenses; and (6) enrollment. Additionally provided is a list of the colleges and universities located in the state along with a brief description of each institution including address, telephone number, county, congressional district, accrediting association, control, affiliation, and highest academic offering. (GLR)

Information Digest of Postsecondary Education in Iowa, 1990-91.

PUB DATE- 92

NOTE- 299p.; For the 1989-90 report, see HE 026 424. Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Accreditation (Institutions); Budgeting; College Faculty; Degrees (Academic); Educational Finance; *Enrollment; *Expenditures; Graduate Study; Higher Education; Postsecondary Education; *State Colleges; Statistics; *Student Costs; *Student Financial Aid; Tables (Data); *Teacher Salaries; Tenured Faculty; Undergraduate Study; Universities

IDENTIFIERS- *Iowa

This publication provides statistical data and charts concerning the status of Iowa colleges and universities for the 1990-91 academic year. Data are presented for the following categories: (1) student expenses; (2) the degrees and other formal awards conferred by each school; (3) faculty salaries and tenure; (4) school financial data; (5) student financial aid and expenses; and (6) enrollment. Additionally provided is a list of the colleges and universities located in the state along with a brief description of each institution including address, telephone number, county, congressional district, accrediting association, control, affiliation, and highest academic offering. (GLR)

McCarthy, JoAnn S.

Mobilizing Faculty for International Education: The Mini Exchange. Occasional Papers on International Exchange. Forum Series 29.

participant, program features, and delivery issues are identified. The common themes between the student and institutional imperatives led to the following program-wide imperatives for an efficient loan program: (1) there should be one student loan program (with a single set of terms and conditions) from which a majority of undergraduates receive funding; (2) all loans should be guaranteed and held by one entity and all of an institution's student loans should be guaranteed and serviced through one guarantor and lender; (3) all borrowers should be offered the option of refinancing existing loans to obtain a single variable interest rate; (4) merged deferment terms, and income-contingent/Internal Revenue Service repayment options must be made available at the request of the borrower; (5) the loan program must be fully integrated into the existing Title IV delivery system using a single application instrument; and (6) a Title IV data base with sufficient monitoring and delivery capability must be developed. (JB)

ED 357 697

HE 026 444

Bedrosian, Alex, Ed.

Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars. 1993 Edition.

PUB DATE- 93

NOTE- 255p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- College Students; Compliance (Legal); Federal Legislation; *Federal Regulation; Foreign Student Advisers; *Foreign Students; Higher Education; *Immigrants; International Educational Exchange; Records (Forms); Student Exchange Programs; Teacher Exchange Programs

IDENTIFIERS- *Immigration Law

This manual constitutes a reference source on federal regulations for all those concerned with international educational exchange. This year's edition adds to the usual range of topics with more detailed information on immigrant status and related areas. Thirteen sections treat the following topics: (1) introduction to immigration law; (2) the legal status of nonimmigrants in the United States; (3) responsibilities of institutions enrolling F-1 or M-1 students; (4) F status students; (5) M status students; (6) O status (persons of extraordinary ability); (7) P status (artists, athletes, and entertainers); (8) Q Status (international cultural exchange visitors); (9) J status (exchange visitors); (10) H status (temporary workers and trainees); (11) other nonimmigrant classes; (12) immigrant status; and (13) special topics (definitions, appeals and reconsideration, deportation, technical matters, refugees and asylum applicants, extended voluntary departure, stateside processing, legalization, employer sanctions). Thirteen appendixes contain the following information: fee schedule; immigration forms; sample forms; samples of visa stamp and visa label; lists of regional and district immigration and Naturalization Service offices, Department of Labor regional offices, visa-issuing posts, countries with passport agreements with the United States and members of the NAFSA Government Regulations Advisory Committee; a fact sheet on tax rules applicable to foreign nationals, and information for students and scholars from the People's

developed by Fiedler (1967) and the Minnesota Satisfaction Questionnaire developed by Davis and Weitzel (1970) were combined with the ABT scale; the resulting instrument is referred to as the "Preferred Leadership Style Questionnaire" (PLSQ). The PLSQ was administered to a mostly white faculty ranging in age from 31 to 60 years old. A total of 39 of 60 solicited faculty members participated. The research design was ex post facto and exploratory. Results revealed faculty preference for a participative style of leadership, consistent with decentralization concepts, but no significant relationship between how much an individual enjoyed his/her position overall and desire for budget decentralization was found. The levels of job satisfaction were found to be consistent with earlier empirical findings. An appendix contains 5 tables of data and 16 references. (JB)

ED 357 716

HE 026 470

A Report of the Committee on Higher Education to the House of Representatives 73rd Legislature. Texas House of Representatives, Interim Report 1992.

PUB DATE- 14 Sep 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Students; Enrollment; Financial Needs;

*Higher Education; Long Range Planning; Mission Statements;

*Public Policy; State Aid; State Colleges; State Government;

State Legislation; *State Programs; *Statewide Planning;

Student Financial Aid; Tuition

IDENTIFIERS- *Texas; Texas State Technical College Waco

This document reports on a range of issues, tasks, and accomplishments of the Committee on Higher Education of the 72nd Texas Legislature of the State of Texas. The report opens by listing charges to the committee in the following areas: (1) tuition and fees and causes and effects of recent increases; (2) need for student financial aid; (3) role, mission, and benefits of Texas State Technical College (TSTC); and (4) enrollment in professional schools in terms of supply and demand. Seven subcommittees (on Enacted Legislation and Texas Performance Review Recommendations, Budget and Oversight, Tuition and Fees, Student Financial Aid, TSTC, Formula Funding and Deferred Maintenance, and Professional Schools) were appointed to study the charges. The bulk of the document takes up the findings and recommendations of each of these subcommittees in turn. In regard to enacted legislation and performance review, it is noted that no hearings were held during the period of the 72nd legislature. The Budget and Oversight subcommittee monitored the actions of the Legislative Budget Office and other trends and indicators. Hearings on tuition and fee increases at institutions in the state system of higher education were held and the subcommittee in that area recommended maintaining the status quo in regard to the current level of tuition and fees using the established schedule which will reach a maximum tuition rate of \$32 per semester credit hour in the fall of 1996. Hearings on student financial aid needs resulted in recommendations for additional funding for existing programs and access to financial assistance given to Texas citizens currently unable to qualify for assistance or to afford the rising cost of higher education. (Data on current Texas higher education financial aid programs are appended to this section). The subcommittee on the role of the Texas State Technical College recommended focusing on the statutory roles

Experience; Educational Objectives; Elementary Secondary Education; *Instructional Design; Interaction; Knowledge Level; Learner Controlled Instruction; *Learning; Modeling (Psychology); *Teaching Methods

IDENTIFIERS- Coaching; Cognitive Apprenticeships; ID Expert; *Learning Environments; Reflective Thinking; Scaffolding

This paper explores issues that designers of learning environments should consider, omitting issues about knowledge learned and the social settings in which learning occurs that are addressed elsewhere. The perspective taken on design is to think of each decision in terms of its costs and benefits, an approach that may allow designers to minimize costs and maximize benefits of design decisions. The first issue to address in the design of any learning environment is authenticity, and the goal of authenticity is to prepare students to do the kinds of complex tasks that occur in life. The cost-benefit trade-offs that are dealt with in this paper are organized under four topics: (1) goals; (2) learning style; (3) sequence; and (4) methods. Learning goals that should be considered are those of memorization versus thoughtfulness, whole tasks versus component skills tasks, breadth versus depth of knowledge, diverse versus uniform expertise, access versus understanding, and cognitive versus physical fidelity. Learning style issues include interactive versus active versus passive learning, incidental versus direct learning, natural versus efficient learning, and whether or not the learner is in control. Because a learning environment changes as a person interacts with it, some of the design tradeoffs must be considered sequentially; hence, it is proposed that the trade-offs between grounded versus abstract learning, structured versus exploratory learning, systematic versus diverse learning, and simple versus complex learning be treated this way. And, finally, in regard to methods, the following teaching methods that are associated with cognitive apprenticeship and the design of learning environments may be considered by the designer: (1) modeling; (2) scaffolding; (3) coaching; (4) articulation; and (5) reflection. (Contains 32 references.) (SLD)

ED 357 734

IR 016 093

Saga, Hiroo

Educational Use of Computer Communication Networks in Japan: A Review of the Present Status.

PUB DATE- 90

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Journal Articles (080), Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Databases; Educational Research; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Dissemination; *Information Networks; Instructional Materials; Online Systems; Research Needs; *Telecommunications

IDENTIFIERS- *Computer Mediated Communication; *Japan

The present state of the educational use of computer communications networks in Japan is outlined. Computer communication is now growing rapidly in Japanese society as a whole, and its educational community is not an exception. After giving general figures on the use of computers in Japanese education and describing government proposals on information networks for education, this paper summarizes different types

photocopying. Environmental care of paper artifacts was minimal. Six archives had disaster plans in place. Five archives had a written preservation policy, and four had comprehensive preservation programs with goals and objectives. Conservators and preservation officers had to play the role of advocate for preservation, although few actual conservators and preservation officers were employed. Most preservation activities were carried out by employees with other job titles. Nine tables present study findings. Three appendices contain the two cover letters used, and the survey instrument. (Contains 24 references.) (SLD)

ED 357 754

IR 054 562

Schryer, Lynn
Professional Periodicals Read by Elementary Teachers. A Scholarly Study.

PUB DATE- 93

NOTE- 59p.; Specialist in Education Thesis, Georgia State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Data Analysis; Elementary Education; *Elementary School Teachers; Literature Reviews; Media Specialists; *Periodicals; Questionnaires; *Reading Interests; Reading Materials; Research Methodology; *Teacher Attitudes

IDENTIFIERS- *Fulton County Public Schools GA; Teacher Surveys

This study determined which professional periodicals were being read by elementary school classroom teachers, which sections they read, and whether or not their media specialists were instrumental in providing and promoting the periodicals. One hundred sixty teachers were selected to complete a survey questionnaire; 128 completed the survey. Teachers were selected from 31 Georgia elementary schools located in the Fulton County system. Results show that "Mailbox" was read in some manner by 89 percent of the respondents, while "Instructor" was read by 71 percent. Emphasis in reading focused on teaching articles, with 63 percent of respondents indicating a high interest. Seasonal instructional materials were also of interest, with 61 percent of the respondents having a great interest. Additionally, the survey found that media specialists provided periodicals in media centers and teacher workrooms. Promotion was done at grade level meetings in 57 percent of respondents' answers and at faculty meetings in 45 percent. It appears that elementary school teachers read a minimal number of and a limited amount in professional periodicals, but those that are read focus on practical ideas and techniques. Appendixes contain the survey instrument and various letters as well as additional information provided by the respondents. (Contains 23 references.) (GLR)

ED 357 755

IR 054 563

DuPree, Vi
Restrictive Access to Books in School Library Media Centers in Georgia. Research Study.

PUB DATE- 93

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

Institutional Research; *Mission Statements; *Organizational Effectiveness; Outcomes of Education; Two Year Colleges
 IDENTIFIERS- AIR Forum; Charettes; *Pima Community College AZ
 To develop a new mission statement for Pima Community College (PCC) in Tucson, Arizona, a "charrette" process was utilized, in which detailed community input was solicited and incorporated as part of the mission statement development. Approximately 100 representatives of the greater Tucson community, together with PCC staff, developed the mission statement for PCC in 1989. After the initial charrette, the same group convened several months later to develop a set of outcomes, or Indicators of Success (IS), directly linked to each of the 12 major areas of the college mission. After this second charrette, PCC's chancellor appointed an Editorial Committee of six representative charrette participants. After 3 meetings, the committee reduced the 56 proposed IS to a final 23. In the ensuing months, an Institutional Effectiveness Committee (IEC), comprised of administrators, faculty, and staff at PCC, prescribed one or more specific measures to assess each of the IS. For each measure, the IEC listed a success criterion, data source, and timeline for collecting data. The resulting specifications table served as the basis for the collection, analysis, and reporting of assessment information. In May 1992, PCC's first annual "report to the community" was conducted, in which assessment results were presented to the original charrette groups. This process became a major support for program improvement at PCC and helped to meet new accreditation reporting requirements. A table of 10 sample mission areas, with their corresponding IS, measures, and assessment results; a review of specific factors contributing to the project's success; implications for research; and references are included. (PAA)

ED 357 774

JC 930 248

Keeley, Edward J., III; House, J. Daniel
 Transfer Shock Revisited: A Longitudinal Study of Transfer Academic Performance.

PUB DATE- 17 May 93

NOTE- 44p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Articulation (Education); College Juniors; *College Transfer Students; Community Colleges; Grade Point Average; Higher Education; Longitudinal Studies; Success; *Two Year Colleges; Two Year College Students

IDENTIFIERS- *AIR Forum; Northern Illinois University; *Transfer Shock

A study was performed at Northern Illinois University (NIU) to measure the effect of "transfer shock" on community college students' academic performance during their first semesters of enrollment at NIU, as well as to determine whether academic class, gender, ethnicity, age, major, resident status, and previous degree achievements had any influence on transfer shock. The study examined mean grade point averages (GPA's) at transfer and for each of four semesters at NIU beginning fall 1989. Results of the study included: (1) overall, students did experience some degree of transfer shock, with junior transfer students' GPA's declining from 3.099 to 2.764 in their first term and sophomore transfers' GPA's falling from 2.971 to

Resources; *Females; Nontraditional Students; One Parent Family; Pregnant Students; *Program Descriptions; Sex Bias; Sex Fairness; *Special Needs Students; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package explores gender equity efforts in vocational programs in the California Community Colleges (CCC), describing successful program strategies currently in use in the colleges. The opening section of the report reviews gender equity legislation in California, provides information on the current distribution of gender equity funds within the CCC, and describes the target populations for funding (i.e., single parents/single pregnant women, displaced homemakers, and students enrolled in courses with 80% of more opposite sex enrollment). Next, the report provides descriptions of the following six gender equity programs in the CCC: (1) Project STEP-UP: Preparing Women for the Trades, designed to increase skilled female workers in the skilled trades; (2) Elimination of Sex Bias mini grants, currently in use at more than 30 CCC colleges, to encourage men and women to enter vocational programs which are non-traditional for their sex; (3) New Horizons, a program providing special services and courses for single parents and displaced homemakers; (4) LINKS, a program that prepares women for careers in non-traditional technical fields; (5) Skills Training for New Californians, providing support services to immigrant single parents, single pregnant women, and displaced homemakers; and (6) Displaced Homemakers Outreach with Community-Based Organizations, providing counseling and education services to dependent women. The final section reviews specific recruitment and retention strategies of successful gender equity programs. A list of program contact people is included. (PAA)

ED 357 792

JC 930 274

Partnerships with the Public Sector: Vocational Education Resource Package.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 15p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Community Colleges; *Cooperative Programs; Educational Counseling; Educational Resources; Elementary Secondary Education; *Mentors; Partnerships in Education; Program Descriptions; Program Design; *Program Development; Public Schools; *School Business Relationship; School Community Relationship; Special Needs Students; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package contains information on successful partnership programs between California Community Colleges (CCC) and public sector entities. Following a brief overview of public sector partnerships, the report presents descriptions of the following public partnership efforts in the CCC: (1) the Career Path

development of a presidential survival kit filled with idiosyncratic items not normally associated with formal educational training. Strength, agility, control, and the ability to improvise are some of the talents required of a college president. In addition, the longevity and success of a community college president can be increased by carefully molding, advancing, and embodying the institution's mission. The institutional mission of LaGuardia Community College (LCC) in New York maintains focuses on commitment to multiculturalism and pluralism; economic development and empowerment; and access, retention, and persistence through transfer. Among the problems encountered by LCC's new president in 1989, the two most threatening to the college's mission were a series of student strikes and a controversy over artistic and religious freedom. Student protests, involving building takeovers, followed a series of tuition increases. To deal with the mounting crisis, and to assure campus access to non-protesting students, the president resorted to calling in the police to assist campus security, which eventually ended the protests. In another incident, a display of student art work was termed pornographic and heretical by some, leading to demonstrations by students and church groups. While taking pains to explain the college's mission to students, church leaders, and politicians, LCC's president permitted the display to remain in the interests of academic freedom. LCC's commitment to multiculturalism and pluralism is a critical ingredient in its institutional mission and educational thrust for the 21st century. (PAA)

ED 357 809

JC 930 301

Teo, Elizabeth A.; Jenkins, Sylvia M.
Teaching Word Processing in the Library.

PUB DATE- 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Libraries; Community Colleges; Computer Centers; *Computer Literacy; Computers; Instructional Materials; Keyboarding (Data Entry); Laboratories; Library Extension; Library Facilities; *Library Services; Menu Driven Software; *Microcomputers; Models; Program Descriptions; *Program Development; Two Year Colleges; *Word Processing; Workshops

IDENTIFIERS- Moraine Valley Community College IL

A description is provided of a program developed at Moraine Valley Community College (MVCC), in Illinois, for providing word processing instruction in the library, including recommendations for program development based on MVCC experience and results from a survey of program participants. The first part of the paper discusses a model development process based on the steps used at MVCC to develop their word processing instruction program. First, instructional objectives were established for the program workshops, including instruction in keyboard function keys, formatting diskettes, and using a spell checking program. Next, an adequate word processing program was chosen and six workshops were scheduled at different day and evening times throughout the semester. Student newspapers, staff newsletters, memos, and posters were used to publicize the workshops and an enrollment form was prepared to avoid overenrollment. Last, effective teaching

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; *Child Rearing; Class Activities; *Daily Living Skills; Decision Making Skills; *Early Intervention; Elementary School Students; Family Programs; Grade 5; Grade 6; Instructional Materials; Intermediate Grades; Language Skills; Learning Activities; Mental Health; Multicultural Education; *Parent Participation; Parent Student Relationship; *Prevention; Safety; *Substance Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

Growing Up Strong (GUS) is a curriculum designed to develop strong mental and physical health in kindergarten through sixth grade students, with the objective of preventing subsequent substance abuse. This document contains a teacher's guide for using GUS in fifth and sixth grade classrooms (GUS 5-6) and duplication masters of materials that can be sent home with children to promote family involvement in GUS. Part I of the five-part teacher's guide provides background information about the program; the trademark cartoon characters Gus, Gussie, and their friends; GUS's multicultural approach and comprehensive prevention philosophy; and major components of the GUS 5-6 program and accessory materials. Part II includes information on using GUS, evaluating the program, and using the family involvement messages; and a sample message to families. Part III offers suggestions on classroom management and details classroom activities designed to reinforce refusal skills and activities designed to help children develop social and self-management skills. These activities relate to such topics as problem solving, brainstorming, cooperative learning, drug facts, life skills, and stress management. The materials designed for children to take home include information sheets for parents on accepting their children's friends, being a good role model, encouraging physical fitness habits, using techniques of stress management, giving accurate information about drugs, and daydreaming. Part IV provides lists of resources: 28 children's books, 24 books on cooperative learning for teachers, 4 publications for parents, and 31 organizational resources. Sample awards for children, information about drugs, an examination to test children's knowledge about drug facts, and GUS promotional materials are attached. (AC)

ED 357 825

PS 021 007

Nga Kaitaunaki Kohungahunga (Early Childhood Development Unit).

Annual Report for July 1, 1991-June 30, 1992.

PUB DATE- Oct 92

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Budgets; *Day Care; Delivery Systems; *Educational Finance; Educational Objectives; Foreign Countries; *Government Role; Indigenous Populations; *Outcomes of Education; *Preschool Education; *Staff Development; Young Children

IDENTIFIERS- Maori (People); *New Zealand

The Early Childhood Development Unit, a government agency located in Aotearoa, New Zealand, promotes and encourages the development and provision of quality, accessible, and culturally appropriate early childhood services. The Unit

IDENTIFIERS- *Adoption of Older Children; *Shared Past; Special Needs Children

To illustrate the problems and possibilities in the adoption of older special needs children, two case studies based largely on informal interviews are presented. The case studies describe the experiences of two families, one of which adopted a mentally retarded 9-year-old boy with severe facial deformities while the other adopted an 11-year-old boy with a history of abuse and severe emotional and behavioral problems. The families' experiences are recounted from perspectives of: (1) the implied objective past, that is, the past that must have been and is remembered; (2) the symbolically reconstructed past, which redefines past events so that they have meaning and utility for the present; (3) the social structural past, which structures the experiences found in the present and conditions the future; and (4) the mythical past, which refers to symbolic creations used to manipulate social relationships. The families' experiences were also examined in the context of postmodern theory, which sees individuals as having an absence of reflection on the past and a perceived inability to control the future. Letters from the two families that describe reactions to their adoption experiences are included. The case studies show that without the benefit of a shared past for families and adopted children, the connecting of past, present, and anticipated future can be problematic, leading to misunderstandings and disruptions in everyday life. (AC)

ED 357 844

PS 021 313

Capaldi, Deborah M.; Patterson, Gerald R.
The Violent Adolescent Male: Specialist or Generalist?

PUB DATE- Mar 93

NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Antisocial Behavior; *Delinquency; Elementary School Students; Elementary Secondary Education; *Family Characteristics; Grade 4; Grade 10; High School Students; Longitudinal Studies; *Psychological Patterns; Self Evaluation (Individuals); Urban Youth; *Violence

IDENTIFIERS- *Arrests

There is a growing body of evidence that specialization in violent crimes is rare and that it is hard to identify distinguishing characteristics of violent offenders. The purpose of this study, conducted in a Pacific Northwest city, was to determine whether violent behavior is, in fact, a manifestation of high rates of antisocial behavior in general, and that the violent adolescent offender is a member of the broader category of multiple offenders. The study population included 200 boys recruited from elementary schools in neighborhoods with a high incidence of delinquency. The boys were assessed yearly between 4th and 10th grade. Assessments consisted of parent and child interviews, home observations, videotaped interaction tasks, school data, and juvenile court records. Study findings indicated that: (1) all offenders with an arrest for violence by 10th grade had been arrested at least twice for a nonstatus offense, and that the 17 repeat offenders with arrests for violence had twice as many arrests as repeat offenders with no arrests for violence; (2) by age 17, 55% of multiple offenders had 1 arrest for violence; (3) there were

related to their academic motivational orientations. Results indicated that American students were more likely than Chinese students to consider good grades a measure of success, while Chinese students were more likely than American students to consider behaving well as a measure of success. American students were more likely than Chinese students to rank grades as most important among measures of feedback. As they grew older, American students blamed teachers more, and Chinese students less, for their poor school performance. American students with low perceptions of their academic achievement had less preference for feedback based on comparison with fellow students than did students with high perceptions of academic achievement; the reverse was true for Chinese students. Females from both cultures considered success as more internal and controllable than did male students. American and Chinese students from high-SES homes perceived themselves as having higher academic achievement than did students from low-SES homes. Older students in both cultures were more task oriented than younger students, and students who perceived themselves as high achievers attributed greater importance to their own abilities than did students who perceived themselves as low achievers. (Contains 43 references.) (TJQ)

ED 357 863

PS 021 389

Whitebook, Marcy; And Others

National Child Care Staffing Study Revisited: Four Years in the Life of Center-Based Child Care.

PUB DATE- 93

NOTE- 20p.; For the final report and executive summary, see ED 323 031-032. Study was funded by the David and Lucile Packard Foundation.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Educational Quality; *Faculty Mobility; *Health Insurance; Longitudinal Studies; Preschool Teachers; Teacher Salaries; *Wages; Work Environment

IDENTIFIERS- Arizona (Phoenix); Georgia (Atlanta); National Child Care Staffing Study

In 1988, the National Child Care Staffing Study (NCCSS) exposed the minimally adequate and deteriorating quality that characterized many of our nation's full-day child care centers and linked this poor quality to the inadequate compensation available to child care teaching staff. This report describes a follow-up study done in 1992 to provide an updated portrait of typical center-based care. Particularly, the follow-up of the NCCSS provided an opportunity to conduct a longitudinal study of child care work force stability, assess any changes in program quality, and seek evidence of any increase in public resources in these centers. The sample consisted of 193 of the child care centers that were assessed in the NCCSS and that were in operation in 1992. Telephone interviews with center directors provided information about demographic characteristics of centers; staff compensation, stability, and benefits; accreditation status of centers; and availability of new funds. The data revealed three major findings: (1) teaching staff continue to earn exceptionally low wages compared to other, often less educated and less trained members of the civilian work force; (2) despite exposure to illness on the job, the overwhelming majority of centers offered their teaching staff no or limited health insurance; and (3) turnover of teaching staff continues to be high, and this high turnover

and first grade teachers provided information on the involvement of the children's parents in the children's education. At each grade level, children were grouped into two groups based on whether their parents were involved or noninvolved with the school. Measures of school competence included grade retention and special education placement. Measures of student achievement included grades, scores on standardized achievement tests, and attainment of reading and math objectives. Results indicated that children whose parents were noninvolved with the school during prekindergarten were more likely than children whose parents were involved to be retained prior to their fifth year in school. Children whose parents had been involved with the school during their children's second year in school had higher grades and higher achievement test scores at the end of their fifth year in school than did children whose parents were noninvolved. (BC)

ED 357 882

PS 021 433

Marcon, Rebecca A.

Differential Effects of Preschool Models on Inner-City Children:

Following the 'Class of 2000' at Year Five.

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Black Students; *Elementary School Students; Emotional Development; *Grade Repetition; Kindergarten; Preschool Education; Primary Education; *Sex Differences; Social Development; Student Centered Curriculum
IDENTIFIERS- African Americans

This study examined the social competence and academic achievement of 248 children who were enrolled in public schools in Washington, D.C. Of the children in the 77% recovered sample, 96 percent were African American, 68 percent had attended both prekindergarten and kindergarten, and 32 percent had attended kindergarten only. The prekindergartens followed one of three approaches: a child-initiated approach, an academically directed approach, or an approach intermediate between the other two. The kindergartens followed one of two approaches: a moderately academic (MA) approach, and an approach that stressed the importance of children's socioemotional (SE) development. Measures of school competence included grade retention and special education placement. Measures of student achievement included grades, scores on standardized achievement tests, and attainment of reading and math objectives. No differences were found in grade retention between children who had attended prekindergarten and those who had attended kindergarten only. Among children who had attended kindergarten only, those who had attended the MA kindergarten were three times as likely as those who had attended the SE kindergarten to be retained at the end of their fifth year in school. Among children who had attended prekindergarten, boys were more likely than girls to be retained prior to third grade. The reverse was true for children who had attended kindergarten only. Boys who had attended the SE kindergarten earned higher grades during their fifth year in school than did boys who had attended the MA kindergarten. The reverse was true for girls. (BC)

color. Environmental education must also recognize the need to consider all human systems and cultures as factors in environmental problems and their solution. Outdoor education can offer programs that bring individuals together to share the strengths and uniqueness of people and build a common base of experience. Organized camping has recently played a role in building trust and breaking down barriers among interracial groups of teens. It is imperative that both environmental and outdoor educators find ways to address the environmental issues and outdoor recreational preferences of all racial, ethnic, and cultural groups. A list of 31 references and resources concludes the article. (KS)

ED 357 901

RC 019 130

Morton, Claudette

The Rural Teacher, Alive and Well? The 1992-93 Montana Rural Teacher Salary & Benefits Survey.

PUB DATE- 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; Elementary School Teachers; Multigraded Classes; *Noninstructional Responsibility; *Rural Schools; *Rural Urban Differences; *Small Schools; Surveys; *Teacher Employment Benefits; *Teacher Salaries

IDENTIFIERS- *Montana

A survey of 148 rural independent, multigrade elementary school districts in Montana examined how districts compensate their teachers and whether or not that compensation has kept pace with larger school districts. The results indicate that rural school teachers in many cases work for less money than any other group of teachers in the state. Only about 43 percent receive the traditional rural benefit of a teacherage (housing), and about 43 percent (though not quite the same group as those with a teacherage) provide janitorial services along with their professional responsibilities. Only 39 percent of the teachers receive some sort of health insurance package. With regard to leaves, 60 percent receive some professional leave, 97 percent receive some sick leave, and 89 percent have some personal leave. Appendix A provides a copy of the survey, and Appendix B lists the names of rural schools responding to the survey. (KS)

ED 357 902

RC 019 131

Armstrong, Nancy

Education in Rural Illinois.

SPONS. AGENCY- Illinois State Office of the Lieutenant Governor, Springfield.

PUB DATE- Jul 92

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *Educational Attitudes; *Educational Improvement; Educational Opportunities; Elementary Secondary Education; *Rural Education; *Rural Population; Rural Schools; School Districts; *School Taxes; Surveys

IDENTIFIERS- *Illinois; Panel Studies

The third annual survey of the Illinois Rural Life Panel included

distance education today in relation to accessibility, distribution, interactivity, curriculum, teacher training, attitudes, effectiveness, and funding; (3) what distance education can offer rural areas; (4) overcoming financial and pedagogical barriers to serving rural schools with distance education; (5) six case studies of rural distance education programs highlighting the important roles of the Public Broadcasting Service and public television stations; (6) an overview of technologies that serve as integral components of proposed distance education programs; and (7) recommendations on distance learning services tailored to the needs of rural schools and on greater use of public broadcasting facilities in the provision of those services. This report contains 220 references, a listing of audio conference participants, and nationwide services in distance education. (LP)

ED 357 920

RC 019 151

Pratt, Mary Lou, Ed.

Rural Libraries. A Forum for Rural Library Service. 1992.

PUB DATE- 92

NOTE- 136p.; For previous volume, see ED 340 543.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Community Development; Economic Development; Elementary Secondary Education; Higher Education; Information Networks; Librarians; *Library Development; *Library Education; Library Services; *Public Libraries; Rural Areas; *Rural Development; School Libraries

This document consists of the two issues of the biannual serial "Rural Libraries" published during 1992. The issues contain three articles and seven speeches and conference papers. The articles describe: (1) how strong community support led to the development of a library on the Glasgow campus of Western Kentucky University; (2) a report of the results of a national survey of state library agencies on the availability of continuing educational opportunities for rural librarians; and (3) a library consultant's perspective on the relationships between small-town libraries and their communities. Conference papers cover: (1) testimony presented at the White House Conference on Library and Information Services (July 1991) on the condition of rural public libraries and the need for funding and educational opportunities for rural librarians; (2) the role of libraries and librarians in supporting rural development efforts and decision making; (3) the role of information in rural economic development; (4) the USDA's Rural Information Center and its implementation of a rural health information service; (5) training in transformational leadership skills as part of rural community development; (6) uses of state information resources and the North Carolina information network; and (7) the role of schools in supporting rural infrastructure and promoting rural development. (SV)

ED 357 921

RC 019 181

Blackmer, Larry A.

Building School-Communities.

PUB DATE- 12 Oct 92

NOTE- 8p.; Paper presented at the Annual Conference of the National Rural Education Association (Traverse City, MI, October 12, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

relationship of fears to gender, age, and length of course. The sample included 311 students (74 percent male) and 53 instructors. Most of the 23 specific situational fears identified were sociological or psychological in nature, rather than physical. Results showed a trend toward reduced levels of fear at posttest and 1-year follow-up. Instructors typically overestimated how fearful their students were for most situations. Immediately after the course, older students and males reported lower levels of fear than did younger students and females. Results failed to show a noteworthy effect due to course length. (KS)

ED 357 939

RC 019 200

Gilchrest, Norman
Winter Wilderness Travel and Camping.
PUB DATE- 89

NOTE- 22p.; In: Life Beyond Walls: Proceedings of the 1988 National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Camping; *Environmental Influences; Equipment;
Outdoor Activities; Risk; *Safety; Travel; *Weather
IDENTIFIERS- *Wilderness; *Winter

Knowledge and skill are needed for safe and enjoyable travel and camping in the wilderness in winter. The beauty of snow and ice, reduced human use, and higher tolerance of animals toward humans make the wilderness attractive during winter. The uniqueness of winter travel presents several challenges that are not present in other seasons. Safety is of primary interest, because of increased consequences for mistakes or bad luck. Good skills, careful planning, proper equipment, good judgement, clear thinking, and constant awareness and care are of utmost importance to insure enjoyment and safety. Information concerning avalanche, day length, and moisture should be considered. Winter cold can present challenges in several areas: the human body, clothing, body functions, sleeping, cooking, eating, liquids, photography, and batteries. Protection from the sun involves using sunscreen and wearing a protective hat and glasses. Weather forecasts should be heeded before embarking on a trip. Travelers should be knowledgeable about possible glaciers or steep slopes. Possible methods of winter wilderness travel include snowshoeing, skiing, and climbing. Consideration must be given to how goods will be transported on the trip. This paper includes an extensive sample packing list and 20 references. (KS)

ED 357 940

RC 019 201

Jenkins, Peter
Technical Tree Climbing.
PUB DATE- 89

NOTE- 19p.; In: Life Beyond Walls: Proceedings of the 1988 National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

that were involved in developing the handbook also conducted 4 inservice sessions throughout Indiana. In these sessions, teachers (n=46) of hearing-impaired children were introduced to the learning cycle teaching strategy and were provided with an opportunity to develop their own lessons using this approach. The project was evaluated via three components. One facet of the evaluation focused on the effectiveness of the project in developing and disseminating information about the learning cycle. A second facet of the evaluation assessed the quality of the handbook. The final phase of the evaluation was directed at teachers' implementation of the learning cycle in science teaching. Overall, all aspects of the project were assessed positively. The teachers felt that the handbook and the inservice sessions were very helpful in introducing them to the learning cycle approach. In addition, they indicated that their students responded very favorably to the learning cycle lessons. (Author)

ED 357 959

SE 053 184

Melton, Bob

Seeds: A Celebration of Science.

PUB DATE- Aug 91

NOTE- 151p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Critical Thinking; Data Collection; Higher Education; Intermediate Grades; *Plant Growth; *Plants (Botany); *Problem Solving; *Science Activities; Science Education; *Science Experiments; Science Instruction; Secondary Education

IDENTIFIERS- Germination; *Mutations; National Aeronautics and Space Administration; Science Process Skills; Seeds; *Space Exposed Experiment Developed for Students; Space Travel

The Space Exposed Experiment Developed for Students (SEEDS) Project offered science classes at the 5-12 and college levels the opportunity to conduct experiments involving tomato seeds that had been space-exposed over long periods of time. SEEDS kits were complete packages obtained from the National Aeronautics and Space Administration (NASA) for starting the experiment and reporting results. This document describes the project and reports data collected by participating classes. The document is divided into six sections. The first section describes the origins of the organization and background of the project. The next four sections discuss results of the project pertaining to: germination and growth observations patterns of the plants; the hardiness of the plants; media attention given to the possibility of radiation-induced mutations in the space-exposed tomatoes; and the excitement caused by participating in the project. The final section presents data collected from the almost 8,000 SEEDS Project Reports returned to NASA by participating investigators. Data reported includes means, standard deviations, and minimum and maximum values of various aspects of plant growth. (NDH)

ED 357 960

SE 053 202

Hardman, S., Comp.; Lewy, A., Ed.

The Shell Science Centre in INSET 1990.

PUB DATE- 92

NOTE- 69p.

LANGUAGE- English

Construction

IDENTIFIERS- *Science Achievement; *Science Anxiety; Science State Trait Anxiety Inventory; Science Teaching State Trait Anxiety Inventory; Subject Content Knowledge

This document reviews the research related to students' and teachers' anxiety related to science and the teaching of science in order to better understand the relationships between the variables that can predict this phenomenon. The research reports reviewed used either the Science State Trait Anxiety Inventory or the Science Teaching State Trait Anxiety Inventory in gathering their data. These inventories allow the researcher to change title headings within the inventory to allow the researcher to examine particular situations. Findings for the report are presented according to titles on the state anxiety scale that measure for anxiety about science and teaching science; anxiety about specific tasks; and anxiety about different science courses. The summary of the findings discusses the following variables that emerged from the analysis: (1) attitude toward science; (2) anxiety about teaching; (3) achievement; (4) examination format; (5) content courses; (6) achievement on a specific task in a content course; (7) gender; (8) confidence; (9) self efficacy; (10) demographic variables; (11) long term effects; (12) impact on teacher classroom performance; and (13) children's anxiety. Conclusions discuss the need for a model to explain how anxiety and related variables affect learning in science and for continued research in this area. A list of 28 references is included. (MDH)

ED 357 978

SE 053 409

Member and Affiliate Contact Directory. Triangle Coalition for Science and Technology Education. Second Edition.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 91

NOTE- 203p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Corporate Support; Educational Finance; Educational Resources; Elementary Secondary Education; Mathematics Education; *National Organizations; *Professional Associations; *Research and Development Centers; *School Business Relationship; Science and Society; *Science Education; *Technology Education

IDENTIFIERS- *Triangle Coalition for Sci and Techn Educ

This directory is designed to assist local action groups (existing local alliances; science mathematics, and technology teachers; superintendents, principals, and supervisors; guidance counselors and resource specialists; and university and college professors) in making contact with the local structure of the Triangle Coalition for Science and Technology Education's national members. Each member organization is listed with a brief description of goals, kind of members, local structure, local and regional facilities, general commitment to precollege science education, typical resources shared, examples of activities supported, and protocol for personal contact. A special section includes entries for some of the local alliances affiliated with the Triangle Coalition. The introduction discusses how to use the directory; views from business and industry about contributing to education programs; principles for building and maintaining local alliances; and the main objectives of the Triangle Coalition. The member organizations are listed under the following categories: (1)

and simple and provides a deeper concept of the music. Four appendices and a list of 13 selected references are attached. (LBG)

ED 358 001

SO 022 908

Denner, Peter R.

Comparison of the Effects of Episodic Mapping and Traditional Notetaking on the Recall of Historical Text.

PUB DATE- 92

NOTE- 45p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (10th, Rapid City, SD, October 7-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Development; *Cognitive Processes; Educational Research; Grade 8; Junior High Schools; Junior High School Students; Learning Processes; Memory; Metacognition; *Notetaking; *Recall (Psychology)

IDENTIFIERS- Episodic Mapping

This study examined the effects of episodic-mapping, traditional notetaking, and rereading on eighth-grade students' recall of historical text. Episodic-maps are a kind of notetaking procedure that requires students to represent ideas from a text in the form of a graphic diagram. As predicted, both episodic-mapping and traditional notetaking enhanced free recall performance when contrasted with rereading. Episodic mapping also was found to enhance the recall of noted information when compared to traditional notetaking. However, the two notetaking methods were not found to differ in the amount or type of passage information noted. Contrary to prediction, both traditional notetaking and episodic mapping were found to enhance overall recall performance as a direct result of increased recall for noted passage elements. The results are discussed in terms of the metacognitive development of eighth-grade students. Thirteen tables of statistical data are appended. (Contains 43 references.) (Author)

ED 358 002

SO 022 924

Hunter, Kathleen A.

Heritage Education: What's Going On Out There?

PUB DATE- 92

NOTE- 8p.; Paper presented at the Annual Meeting of the American Historical Association (Washington, DC, December 28, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Experiential Learning; *Heritage Education; History Instruction; Interdisciplinary Approach; Learning Activities; Local History; Material Culture; *National Surveys; *Social Studies; *Teaching Methods

IDENTIFIERS- *Historic Sites

Heritage education is an interdisciplinary, interactive approach to examining the historical and cultural evidence of heritage that remains in neighborhoods, community, and regions. This paper seeks to answer some basic questions about heritage education, including: What is it? What are heritage educators seeking to accomplish? Is there a right way to go about it? Who

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Cross Cultural Training; Cultural Influences; Developing Nations; Elementary Secondary Education; Federal Programs; Foreign Countries; Foreign Culture; Learning Activities; Public Service; *Stereotypes; *Teaching Guides; Teaching Methods; Volunteers

IDENTIFIERS- *Peace Corps

One of the goals for volunteers in the Peace Corps of the United States is to teach U.S. citizens about the people and culture of their host countries. World Wise Schools promotes this goal by matching current Peace Corps volunteers with 3rd through 12th grade classes throughout the United States in information exchanges. This guide is designed to support teachers in exchanges with Peace Corps volunteers by introducing students to basic concepts of perceptions, stereotyping, and culture. The readings and activities of the guide, which have been written primarily for intermediate level classes, will help students to: (1) recognize differences in perception; (2) identify stereotypes and practice strategies for reducing stereotypes; and (3) define culture and recognize its role in developing perceptions of one's self and others. The guide includes teacher background readings, activity ideas, and student worksheets. A 33-item list of resources is included. (DB)

ED 358 025

SO 023 130

Willis, A. Sandra

Integrating Levels of Critical Thinking into Writing Assignments for Introductory Psychology Students.

PUB DATE- 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; *Course Content; *Critical Thinking; Higher Education; Introductory Courses; *Psychology; Teaching Experience; Writing Exercises; *Writing Instruction; Writing Processes

Short analytical writing exercises were designed to develop critical thinking and writing skills; stimulate creative thinking and writing; promote learning of psychological concepts; and to assess student knowledge. Design of these assignments was based on Bloom's taxonomy of multiple levels of critical thinking: recall, comprehension, application, analysis, synthesis, and evaluation. An emphasis was placed on presenting problems and questions that assumed an understanding of the material and allowed for analysis and application to real-life situations. Content for a one-semester course in introductory psychology was divided into nine topical areas: History, Systems, and Methods; Biological Bases; Sleep; Conditioning and Learning; Memory and Intelligence; Developmental Psychology; Personality; Abnormal Behavior; and Social Psychology. During the semester, analytical exercises corresponding to these segments of material were distributed to students. Students selected two or three topics on the basis of individual interest. For each topic, students completed a two-

showcases programs that appear to be successful in recruiting and/or retaining minorities in teaching mathematics at the school, college, and university levels. The paper stresses the need to increase the number of programs and the number of students served by these programs and specifies the need to maintain these programs over the long run. It offers recommendations to the Mathematical Association of America for developing strategies to attract and retain minorities. The paper calls for magnet schools for the teaching profession; intervention programs for school students interested in teaching mathematics; community college articulation programs in teaching mathematics; four-year college programs that are comprehensive in nature reflecting genuine concern, commitment, collaboration, and creativity in increasing the pool of minority teachers of mathematics; and special programs such as retraining programs. (Contains 19 references.) (JDD)

ED 358 044

SP 034 401

Campbell, R. J.; Neill, S. R. St. J.
The Use and Management of Secondary Teachers' Time after the
Education Reform Act 1988.

PUB DATE- 26 Jun 92

NOTE- 37p.; Paper presented at the Warwick University Policy
Analysis Unit Seminar (Coventry, England, June 26, 1992). For a
related study, see SP 034 347.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Reports - Research/Technical (143)

DESCRIPTORS- Curriculum; Educational Legislation; Educational
Policy; Elementary School Teachers; Employee Attitudes; Foreign
Countries; Intermediate Grades; Secondary Education; Secondary
School Teachers; Sex Differences; Surveys; *Teacher Attitudes;
Teacher Background; *Teaching Load; Time Management; Work
Attitudes; *Working Hours

IDENTIFIERS- *British National Curriculum; Education Reform Act
1988 (England); *England; Wales

A sample of 348 secondary teachers in England and Wales kept a
week's record of their work and completed a questionnaire on
time usage. The survey indicated that the total mean time spent
on work and work-related activities was 54.4 hours per week. Of
this, teachers spent 16.9 hours on teaching, 12.9 hours on
preparation, 18.1 hours in administration, 5.3 hours in
professional development, and 4.1 hours on other activities.
The study concluded with five general findings: (1) there are
at least two, very different kinds of workload, involving
management and teaching; (2) the match between teachers'
academic background and their current teaching duties was
determined to be poor for 18 percent of teachers based on
objective definitions and for 40 percent of teachers based on
teachers' evaluations of their academic background; (3) the
more hours teachers thought it reasonable for them to be
expected to work in nondirected time, the more time they
actually spent; (4) there was no significant difference in the
amount of time spent on work overall by men and women teachers;
and (5) only 6 percent of teachers saw themselves as having
responsibility for delivery of the national curriculum.
Relevant policy issues are discussed. (Contains approximately
40 references.) (JDD)

ED 358 045

SP 034 402

Campbell, R. J.; Neill, S. R. St. J.

This paper describes the development, implementation, and results of a 3-stage model of program assessment for teacher education. A survey instrument of 46 items was developed utilizing Loadman and Gustafson's National Database for Teacher Education. Data were derived from a telephone interview survey of 201 out of approximately 400 recent teacher education graduates of Indiana University at South Bend to assess their perceptions of the adequacy of their training both in general education and in professional preparation programs. The study involved: comparisons of results to those reported in a national survey; analyses to reveal changes across time and demographic dimensions; and a factor analysis of the survey items in an effort to assess the program and refine the conceptual framework of the instrument. Consistent with previous studies, results indicate more positive evaluations from more recent graduates and from graduates who have never taught. In addition, although initial intuition in this study suggested three item categories, the data collected suggested a more informative conceptual framework composed of at least six factors that seem to correspond to curricular blocks of courses (professional skills, general professional knowledge, specialized professional knowledge, humanities, educational foundations, and mathematics/science). The factor structure appears to be well suited to identifying relative strengths and weaknesses in teacher education programs. Findings are displayed in two tables and four bar graphs. (Contains 10 references.) (LL)

ED 358 063

SP 034 518

Ryan, Charles W., Ed.; And Others

Case Studies in Teacher Education: A Series for Working with Students at Risk.

SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.

PUB DATE- 92

NOTE- 77p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Case Studies; *Drug Education; Educational Attitudes; Educational Practices; Elementary School Curriculum; Elementary Secondary Education; Higher Education; *High Risk Students; Public Schools; Secondary School Curriculum; *Teacher Education; *Teacher Educators; *Theory Practice Relationship

IDENTIFIERS- *Case Method (Teaching Technique)

The purpose of this manual is to aid in bridging the gap between theory and practice in teacher education, leading both the instructor and the teacher education student toward a more functional approach to drug education as infused in the traditional public school curriculum. The monograph presents 13 case studies exposing students to a new orientation as it relates to a drug education curriculum. The case study method promotes a structured stimulus allowing unstructured responses, and encourages students to react as they would if confronted with the same situation. The cases are designed to stimulate an analysis of one's attitudes and practices as they relate to drug education and to encourage greater use of drug-related content in public elementary and secondary schools. The majority of these cases were drawn from real situations encountered by teachers in the field. Others were written

produce, but that are ungrammatical. The next two papers are beginning studies of the grammatical structure of Southeastern Tepehuan (Uto-Aztecan). The fourth paper presents syntactic and semantic arguments against possessor ascension in Spanish, and the last paper is a survey of some of the common features of African languages. (VWL)

ED 357 611

FL 021 159

Tuggy, David
The Antigone Constraint.
PUB DATE- 80

NOTE- 5lp.; In: Daly, John P. and Daly, Margaret H., Eds. Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 24; see FL 021 158.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *English; *Grammar; *Linguistic Theory; Nouns;
*Structural Analysis (Linguistics); *Syntax

IDENTIFIERS- *Antigone Constraint

This paper presents a class of sentences that certain syntactic rules of English would be expected to produce, but that are not grammatical. The sentences all involve the raising of a sentential Noun Phrase (NP) and the subsequent application of some syntactic rule to that sentential NP. A constraint, referred to as the Antigone Constraint, is proposed to explain the ungrammaticality of these sentences that prohibits two-storey rules from applying to clauses that have been raised. Evidence is given that the English rules of Subject-to-Subject-Raising, Subject-to-Object-Raising, Equi-NP Deletion, Extraposition, and Non-Subject Raising should be prohibited from applying to certain structures that meet their structural descriptions. (VWL)

ED 357 612

FL 021 160

Willett, Thomas L.
Clause Types in Southeastern Tepehuan.
PUB DATE- 80

NOTE- 24p.; In: Daly, John P. and Daly, Margaret H., Eds. Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 24; see FL 021 158.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Semantics; *Structural Analysis (Linguistics);
Uncommonly Taught Languages

IDENTIFIERS- *Clauses; *Tepehuan

The clause in Southeastern Tepehuan consists of a predicate, its associated arguments, and other modifying elements. This paper seeks to show the various types of semantic and surface clauses and the relation between them. The semantic clause consists of various semantic components, both nuclear and peripheral, semantic prosodies, and certain presupposed information. What these elements are for Southeastern Tepehuan and what is the resulting division of the semantic universe is shown in section 1. Section 2 details the constituent relation to these semantic components. Then the mappings between the various semantic and surface clause types are defined in section 3. (VWL)

ED 357 613

FL 021 161

Willett, Thomas L.

chapter on cross-cultural competency is also included. Appendices contain program model descriptions, a glossary, a resource directory, and an annotated bibliography of recommended student texts. Contains 26 references. (LB)

ED 357 632

FL 021 217

Khemlani-David, Maya

The Sindhis in Malaysia--Language Maintenance, Language Loss or Language Death?

PUB DATE- 91

NOTE- 14p.; Paper presented at the International Conference on Bilingualism and National Development (Bandor Seri Bagawan, Brunei, December 9-12, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ethnic Groups; Foreign Countries; *Indonesian Languages; *Language Maintenance; *Language Skill Attrition; Uncommonly Taught Languages

IDENTIFIERS- *Malaysia; *Sindhi

Language used in the home domain of Sindhi in Kuala Lumpur, Malaysia, was studied. Migration patterns have resulted in the Sindhis becoming a linguistic minority in many parts of the world as well as in India. In this study actual speech patterns of parents toward their children and between spouses was observed, and a questionnaire was distributed to each family. The language use data of the case study confirmed that a language shift to English is occurring in the home domain; on an intergenerational level the use of Sindhi was observed only among the 50-year-olds. It is noted that sociolinguistically the Sindhi community is in a situation of language shift and language loss as people use English more and more in the social lives, to the near exclusion of Sindhi except in communication with elders. Contains 6 references. (LB)

ED 357 633

FL 021 220

Stuurman, Frits

Two Grammatical Models of Modern English. The Old and the New from A to Z. Germanic Linguistic Series.

PUB DATE- 93

NOTE- 314p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Case Studies; *English; *Grammar; Language Research; *Linguistic Theory; Models

IDENTIFIERS- Chomsky (Noam)

Case studies provide detailed comparisons, arranged alphabetically by title for ease of reference, of 26 problems in Modern English grammar, from both the old grammar (OG) and new grammar (NG) viewpoints. This A-Z approach juxtaposes contributions made by OG and NG to the description of Modern English grammar. Part I surveys large OG and NG grammars of Modern English, emphasizing the coherence of OG as an open approach to Modern English and NG as a narrow approach. Part II takes up NG attitudes to OG. Part III contains the A-Z core: an alphabetical series of points of Modern English Grammar, for each of which both OG and NG accounts are represented. The detailed practical case studies in part III give substance to the general points outlined in parts I and II. Contains

Armogost, James L.; McLaughlin, John E.

Numic r Is Not a Spirant.

PUB DATE- 93

NOTE- 13p.; For the serial issue in which this paper appears, see
FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles
(080)

DESCRIPTORS- *Phonology; *Structural Analysis (Linguistics);
Uncommonly Taught Languages; *Uto Aztecan Languages

IDENTIFIERS- Comanche (Language); *Spirants (Linguistics)

Virtually all scholars working on Numic languages have called r
a spirant or listed it, without comment, as resulting from
spirantization. However, Central Numic shows that r results
from an early rule of tap formation applying to /t/, with
subsequent application of spirantization then affecting other
stops. When this analysis is extended to Western and Southern
Numic, the result is that in no Numic language has r ever
belonged to a series of spirants. (Contains 20 references.)
(Author)

ED 357 657

FL 800 456

LaMar, Maureen; Schnee, Emily

The Global Factory. Union Worker-Family Education Program.

PUB DATE- 93

NOTE- 74p.; Handwritten pages may not reproduce legibly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Curriculum; *English (Second Language); *Learning
Activities; *Lesson Plans; *Literacy Education; Oral Language;
Student Evaluation; *Workshops

IDENTIFIERS- International Ladies Garment Workers Union;
*Workplace Literacy

In the summer of 1991, the Worker-Family Education Program held a
workshop for two groups of teachers and students. The workshop
was designed to explore an economic trend whereby transnational
corporations send production and assembly operations to the
Third World in search of cheap labor and to begin a
collaborative English-as-a-Second-Language (ESL) curriculum
development process between teachers, students, and union
staff. This manual includes the activities and materials used
in the workshop, some of the written and oral responses of the
participants, as well as some ideas for future curricula
broadly related to this subject. This curriculum is geared
towards ESL levels 3 and 4 or General Education Development
(GED) classes. However, all the plans and materials can be
adapted for use in lower level ESL classes. Nine activities are
included, as well as a list of resources, results of oral
evaluations, written evaluation forms, and responses to written
evaluation. (Adjunct ERIC Clearinghouse on Literacy Education)
(VWL)

ED 357 658

FL 800 467

D'Amico-Samuels, Deborah

Perspectives on Assessment from the New York City Adult Literacy
Initiative. A Critical Issues Paper.

SPONS. AGENCY- New York City Mayor's Office of Educational
Services, NY.; New York State Education Dept., Albany.

PUB DATE- Nov 91

PUB DATE- Nov 92

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *College Faculty; Higher Education; Intercollegiate Cooperation; *International Educational Exchange; International Programs; Program Administration; Program Development; *Teacher Exchange Programs

This publication describes a type of small-scale college or university faculty exchange format designed to introduce more faculty to international professional activity. The "mini-exchange" is a short-term, low-cost, entry-level experience which provides an attractive faculty development option that can have significant impact on efforts to internationalize the higher education curriculum. Opening sections detail the importance of international exchange for higher education faculty and such barriers to participation as lack of overseas identification, lack of time, lack of financial support, lack of administrative support, lack of language ability, lack of contacts, and conditions abroad that may be perceived or threatening. The central section describes the faculty mini-exchange, which is a short term exchange of a group of faculty members (typically 5 to 10 professors) between two cooperating institutions. The duration of the exchange is a 2-week period at the institution abroad followed by hosting one's counterpart for a 2-week visit to the home institution at a later date. This section describes managing a mini-exchange including identifying an institution, setting objectives, focusing a clientele, setting dates, developing a budget, financing, application and selection procedures, program development, orientation, evaluation, and post-exchange support. An appendix lists other occasional papers on international educational exchange. (Contains 6 references.) (JB)

ED 357 680

HE 026 427

Brante, Thomas

Expert Society: The Origins and Development of Professions in Sweden.

PUB DATE- Feb 92

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060), Collected Works - Serials (022)

DESCRIPTORS- *European History; Higher Education; Middle Class; *Professional Education; *Professional Occupations; Professional Services; Social Class; Social History; Social Status

IDENTIFIERS- Professional Differentiation; *Professionalism; Professional Role; *Sweden

This paper proposes a comprehensive model in which the emergence and growth of various professions in Sweden can be localized and better understood. An opening section offers some remarks about the problem of definition and delineation of the concept of "profession." This section defines professionals as carriers of abstract expert systems, enabling them to perform acts that are perceived as valuable (skilled, informative, helpful, profitable) and trustworthy by clients. The paper locates the professions in the wider context of class and stratification

Republic of China. (Includes an index and 41 annotated references.) (JB)

ED 357 698

HE 026 446

Bensimon, Estela Mara; Neumann, Anna
Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 35Sp.; Published in book form by Johns Hopkins University Press, 2715 N. Charles St., Baltimore, MD 21218-4319 (ISBN-0-8018-4561-0: \$29.95).

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)

DESCRIPTORS- Administrative Organization; *College Administration; Comparative Analysis; Higher Education; Interviews; *Leadership; *Management Teams; Organizational Development; Postsecondary Education; Power Structure; *Teamwork
This report examines the usefulness of leadership teams in higher education based on study results involving 15 institutions of higher education located throughout the United States. In chapters 1 and 2 the concept of the "leadership team" is introduced by means of: (1) a discussion of the advantages and disadvantages of teamwork; and (2) a comparison of the conventional view of leadership as a "one-person act" with the idea that leadership is a shared, interactive, culturally framed activity. Chapters 3, 4, and 5 explore how a team works when it is thought of in cultural terms, including what leaders may hope to derive from team functioning, how team members think together, and how teams that work like complex social brains are designed. A variety of examples are presented, drawn from the study, to make the point that what the team and their members do, and especially how they think, makes a difference between real teamwork, and teamwork that is illusory. Chapters 6, 7, and 8 are devoted to issues of team building, including how to develop teams that are inclusive and responsive to complex campus changes. The book concludes with a review of the principles of good teamwork and recommendations for team building. Appendices include a sample interview protocol. Contains 86 references. (GLR)

ED 357 699

HE 026 447

Fairweather, James S.
Teaching and the Faculty Reward Structure: Relationships between Faculty Activities and Compensation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 92

NOTE- 407p.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Information Analyses/State-of-the-art Materials (070), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Faculty; College Instruction; Colleges; Comparative Analysis; *Compensation (Remuneration); Data Analysis; Data Collection; Full Time Faculty; Higher Education; National Surveys; Part Time Faculty; Postsecondary Education; Productivity; Questionnaires; Research; *Teacher

and missions of TSTC and community colleges and limiting duplication and competition that is damaging to both these resources. The subcommittee on formula funding and deferred maintenance issues recommended maintaining current policies and structure in these areas subject to further study. Finally, recommendations regarding professional school enrollment issues were that the legislature should direct the appropriate agency: (1) to study shortages of primary care and family practice physicians in Texas; and (2) to study shortages of nurses, in order to determine the need for changes in the number of enrollments in these fields. (JB)

ED 357 717

HE 026 471

Callan, Patrick M.

The California Higher Education Policy Vacuum. The Example of Student Fees.

PUB DATE- Apr 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; Demography; *Educational Finance; Educational Trends; Fees; *Financial Exigency; *Higher Education; Leadership; Legal Responsibility; Policy Formation; Public Policy; State Colleges; State Legislation; State Universities; *Statewide Planning; Tuition
IDENTIFIERS- *California

California state legislators are showing a lack of long-term leadership and vision in their planning for the state's higher education needs as indicated in their recent decisions regarding increased tuition and fees. California's public higher education system stands at the nexus of two powerful trends: the long-term social, demographic, technological, and economic trends which call for imaginative and often costly responses and the almost unprecedented State and national fiscal stringency which severely limits the capacity for informed, long-term response. Student fee policy is one of the most important aspects of State higher education policy. Emphasis is justified by the currency of student fee issues: both the University Regents and the State University Trustees increased undergraduate student fees by more than 35 percent at their March 1993 meetings. In addition, since January of 1993 all California Community College students have paid higher fees imposed by the Legislature. It is important to remember, however, that student fee policy is only one aspect of State higher education policy. Of equal importance, State policies on such matters as student financial aid, faculty productivity, and new or improved physical facilities are unclear, outdated, or nonexistent. Action on student fee increases reflect deeper questions concerning policy directions for higher education. In 1993, each of the three public segments (the public colleges and universities, the State University, and the California Community Colleges) sought additional revenues from student fees and--in the absence of State policy relevant to the times--each pursued its separate interests without regard either to the other segments or the long-term interests of the State--and with less than adequate consideration of the interests of the students. In light of demographic changes taking place, the role of education in shaping a labor force and other considerations, a comprehensive State policy concerning higher education is required, a policy that, while accounting for immediate financial stress, anticipates a tomorrow radically

of online educational activities. These activities include databases for instructional materials, information exchange and computer conferencing on some major networks, local and grassroots networks, and academic networks. Research activity on the use of educational computer communication is reviewed, and the need for further research is emphasized, especially on the psychosocial aspects of computer communication. Twelve figures illustrate the discussion. (Contains 29 references.) (Author/SLD)

ED 357 735

IR 016 094

Saga, Hiroo

Evaluation of the "Bunkyo Museum of Literature": A Hypercard-Based Interactive Video.

PUB DATE- 8 Feb 91

NOTE- 63p.; Papers presented at the Annual Meetings of the Association for Educational Communications and Technology (Orlando, FL, February 13-17, 1991 and Anaheim, CA, January 31-February 4, 1990).

LANGUAGE- English; Japanese

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; *College Students; Computer Assisted Instruction; Computer Software Development; Curriculum Development; Education Majors; Foreign Countries; Formative Evaluation; Higher Education; *Hypermedia; *Interactive Video; *Japanese; Literature; School Personnel

IDENTIFIERS- *Bunkyo Museum of Literature (Interactive Video); HyperCard; Japan; *Japanese Literature

Two papers are presented that deal with hypermedia uses in Japanese education. In the first, "Evaluation of the Bunkyo Museum of Literature, a HyperCard-Based Interactive Video" (Hiroo Saga), a formative evaluation was conducted of a Hypercard-based interactive video on Japanese literature. An initial study was conducted with 57 college sophomores who were education majors and used the medium as a learning tool. Later studies using 20 adult employees of an education agency with 17 college education majors as control subjects further identified the strengths and weaknesses of the product. The flexibility of the system and its potential usefulness were countered by a few weaknesses, such as narrow focus. The second study, "Integrating Multiple Contents and Symbol Systems for Learning Japanese Literature" (Hiroo Saga and Yasuki Hamano), describes the background and process of developing the HyperCard-based interactive video for learning Japanese literature. The product, "The Bunkyo Museum of Literature," was to be evaluated formatively with various groups of Japanese learners. The first study contains eight tables and four figures, with photocopies of seven overhead transparencies; the second study contains an appendix containing two figures. The Japanese language version of the first paper is included. (Contains 13 references.) (SLD)

ED 357 736

IR 016 130

Saga, Hiroo

Students' and Tutors' Perceptions of Learning at Allama Iqbal Open University.

PUB DATE- 12 Nov 92

NOTE- 13p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Nonthaburi, Thailand, November 9-13, 1992).

DESCRIPTORS- *Access to Information; Books; *Censorship;
Elementary Secondary Education; *Learning Resources Centers;
*Library Circulation; *Library Material Selection; Library
Research; Library Surveys; Media Specialists; Questionnaires;
School Libraries
IDENTIFIERS- Georgia; Library Bill of Rights; *Library Policy;
*Restrictive Procedures

This study sought to determine the extent of restrictive access to books in Georgia school library media centers and to discover by whose authority and for what reason these books might be placed on restrictive shelves. Questionnaires were completed and received from a stratified random sampling of 119 media specialists in high schools, middle or junior high schools, and elementary schools. The questionnaire inquired which titles were restricted, who authorized the restriction, reasons for restrictions, and what criteria were necessary for students to check out these titles. The study found that 29 percent of the survey participants had books in their school library media centers with restrictive access. The main restrictors of these books were library media specialists. Most titles were restricted because of explicit illustrations in books with sexual content. Parental permission was the main prerequisite for checking out the majority of these titles. There was no significant relationship between the grade and/or size of school and restrictive access to books. Appendixes include the Library Bill of Rights, a list of 99 titles challenged or banned in 1989-90, the survey questionnaire and cover letters, and a 29-item list of the restrictive titles from the survey. (Contains 22 references.) (GLR)

ED 357 756

IR 054 564

Auerbach, Jacqueline T.

Utilization of Computer-Based Technology in High School Library Media Centers. A Scholarly Study.

PUB DATE- 93

NOTE- 55p.; Specialist in Education Thesis, Georgia State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communications; *Educational Technology; High Schools; Information Storage; *Information Technology; *Learning Resources Centers; *Library Automation; Library Surveys; Media Specialists; Private Schools; Public Schools; Questionnaires; *School Libraries

IDENTIFIERS- *Georgia; *Library Computer Systems; Library Funding

This descriptive study, using a questionnaire survey, determined how computer-based technology was being selected, funded, and utilized in high school library media centers and assessed its impact on library media program. A total of 132 questionnaires were sent (of which 107 questionnaires--81 percent--were completed and returned) to randomly sampled public and private Georgia high school library media specialists. The study found that curriculum needs and technology plans were the main factors in selecting new technology. Technology purchases were funded primarily from local and state funds. The most utilized technologies in schools were telephones, cable television, and computers with CD-ROM drives. Computer-based technology had the greatest impact on the high school media program by providing increased access to more information, increased range of services, and a perceived change in the role of the media specialist. Appendixes include a map, the study questionnaire,

2.677; (2) students transferring from Illinois public community colleges generally showed a higher degree of transfer shock than did transfers from all other institutions, especially at the sophomore level; (3) earning an Associate degree seemed to be a positive factor in academic performance; (4) women brought better transfer GPA's than the men, and generally outperformed men at both levels; (5) transfers aged 25 and over experienced very little transfer shock, while the under-21 group outperformed their 21-24 year old peers; (6) minority Illinois community college transfers brought in lower transfer GPA's and experienced a greater degree of transfer shock; and (7) transfer performance varied widely by majors. A list of references and data presented in graph form are included. (MAB)

ED 357 775

JC 930 249

Palmer, Jim

New York University Symposium on Urban Community Colleges Report
(New York, New York, April 1-2, 1993).

PUB DATE- Apr 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Standards; *College Role; *Community Colleges; Educational Change; Educational Responsibility; *Leadership Training; Minority Groups; Race; School Effectiveness; Two Year Colleges; Two Year College Students; *Urban Education; Urban Schools

The New York University Symposium on Urban Community Colleges examined the distinctions between urban and non-urban community colleges, the role of urban community colleges in linking high schools and universities and in promoting local economic development, and methods of identifying and developing leaders for these institutions. No definitive picture of the institution emerged during the symposium deliberations, though many participants focused their comments on those community colleges serving urban areas characterized by ethnically diverse populations living on the margins of American society. Many participants linked the colleges' identity to the economic and political problems of inner-city life, citing problems such as precarious social environs and the inequities suffered by many urban minorities. Many asserted that traditional curriculum designs and instructional methods are inadequate responses to the needs of inner-city students, and various avenues for instructional reform were proposed. Barriers to reform, such as limited fiscal resources, lack of expertise, and the institutional culture itself, were discussed. Hopes for the development of a more flexible internal culture led to discussions of the education and desired characteristics of future college leaders. University graduate programs in community college leadership were criticized for focusing on administrative processes rather than educational purposes, perennial problems and issues, professional integrity, networking, and the social and historical context of the community college. Another major problem is the perceived reluctance of many faculty members and middle managers to take on leadership responsibilities. The issue of community and social service as a corollary to instructional effectiveness emerged throughout these discussions, as participants expressed a range of opinions on colleges' involvement in the amelioration of local economic and social conditions. (MAB)

ED 357 776

JC 930 258

Exploration Program at Foothill College, a mentorship program conducted in collaboration with the Women in Business Committee of the Mountain View Chamber of Commerce (MVCC), and designed to assist college students in clarifying their educational and career goals through mentorships with MVCC members; (2) the Greater Avenues for Independence Consortium of the West Valley-Mission Community College District, a program assisting public welfare recipients to achieve economic self-sufficiency by facilitating access to appropriate services and programs at seven local community colleges; (3) the Hispanic Women's Mentorship Program at Cypress College, conducted in collaboration with the Fairview Development Center and using mentors to increase retention rates of Hispanic women in the Psychiatric Technician Program at the college; and (4) Southwestern College's cooperative education program with the Navy, providing students with internships at Navy command posts. The final section of the report lists key elements of successful partnerships, including administrative support, written agreements, shared interests, communication, and funding. A list of program contact people are included. (PAA)

ED 357 793

JC 930 275

Career Development: Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 33p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Ancillary School Services; Career Counseling; Career Development; *Career Education; Career Guidance; Case Studies; Community Colleges; Program Descriptions; *Program Development; Program Evaluation; Staff Development; Student Development; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges; *National Career Development Guidelines; National Occupational Information Coordinating Com; Sierra College CA

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package focuses on utilizing the National Career Development Guidelines of the National Occupational Information Coordinating Committee (NOICC) in two-year college vocational education programs in California. Following a brief overview of the goals of career counseling/development efforts in the California Community Colleges (CCC), the second section of the report outlines the comprehensive program approach of the NOICC Guidelines, which calls for a career development strategy addressing students' personal/social goals, educational goals, and career goals. This section also summarizes current use of the NOICC Guidelines in CCC institutions; reviews the specific purposes of the Guidelines; and provides a description of their application at Sierra College, a demonstration site for their implementation from October 1987 through June 1989. Next, the report examines the Guidelines' emphasis on program outcomes, reviewing specific competencies and indicators related to students' career planning, self-knowledge, and educational and occupational exploration. The next two sections of the report examine organizational capabilities with respect to program structure and commitments, planning, facilities, and training

methods were chosen, including team teaching and awarding certificates of completion. Appendix I provides the instructional guide to MVCC's library microcomputer workshops, covering the following topics: (1) logging-in to the computer network; (2) formatting a data disk; (3) starting the program; (4) practicing with a text; (5) saving files; (6) exiting the program; (7) retrieving documents and files; (8) editing files; (9) using the program dictionary; and (10) printing. Finally, Appendix II presents results from a spring 1992 study of 33 workshop participants. Findings, based on 19 usable responses, indicated that 84% thought the workshop was well paced, while 68% had used the software at least once after the workshop. The document also includes comments to open-ended questions. (BCY)

ED 357 810

JC 930 302

Educational Plant Survey: Pensacola Junior College, May 17-19, 1993.

PUB DATE- May 93

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges

IDENTIFIERS- Pensacola Junior College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in May 1993 at Pensacola Junior College (PJC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducting plant surveys in the Florida community college system. Section 4 presents a historical overview of PJC, including its major purposes, goals, and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of PJC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used by faculty, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, while section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling, and renovation plans, as well as data on site acquisition, development, and improvement needs and costs for each campus, totaling \$40,445,799 college wide. (MAB)

ED 357 811

JC 930 303

King, Margaret C., Ed.

Academic Advising: Organizing and Delivering Services for Student

operates in six activity or output areas. First, to increase access to early childhood education, in 1991-92 the unit operated 53 parent-support projects and supported 381 groups interested in establishing home or center-based early childhood services. Second, the Unit's Information Search and Delivery Services include maintaining a database of early childhood education services available by town, suburb, electorate, and district; answering inquiries about early childhood services; and promoting parenting and quality early childhood education. Third, the Unit provides advice and support for unlicensed playgroups and Pacific Island language groups via coordinator visits, equipment loans, and workshops. Fourth, the Unit provides advisory support and inservice training to childcare centers, kindergarten and playcenter associations, home-based operations, and other early childhood groups in such areas as program planning, observation skills, Maori values, and special needs children. Fifth, the Unit makes grants available to Pacific Island language groups and play centers, processes training claims, and provides payroll services. Finally, the unit provides advice to the Minister and Ministry of Education. This annual report includes statements of unit objectives, service performance, finances, and accounting policies for the year ending June 30, 1992. Detailed financial statements are attached. (AC)

Eb 357 826

PS 021 065

Guide de l'education: Manuel de l'elementaire (Guide to Education: Elementary Education Handbook, 1992-1993).

PUB DATE- 92

NOTE- 69p.

LANGUAGE- French

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055).Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Early Childhood Education; Educational Legislation; Educational Philosophy; *Elementary Education; *Elementary School Students; Foreign Countries; Governance; Institutional Characteristics; Nursery Schools; *School Administration; State Legislation; *Student Needs

IDENTIFIERS- *Alberta

This handbook provides information about the philosophy of elementary education in Alberta, the educational needs of the province's elementary school students, the organization of instructional programs, and school administration. Some of the directives presented in the handbook are obligatory, while others are simply suggestions. The first chapter deals with the importance and unique role of elementary school in the lives of students. The second chapter sets forth the goals of elementary education, identifies student needs, and offers suggestions for organizing instruction. The third chapter is devoted to the organization of the schools and their programs, from nursery school to the sixth year. The fourth chapter focuses on administrative concerns, covering provisions of the School Act that concern the responsibilities of school directors and teachers; sections of the Alberta Education Policy Manual; regulations regarding nursery school, French immersion programs, home schooling, languages other than French and English, private schools, student evaluation, student files, and instruction in French; and additional requirements regarding sex education and the use of human fluids and tissue in instructional programs. (AC)

few differences in the family backgrounds and developmental histories of violent and nonviolent juvenile offenders once frequency of arrest was controlled for; (4) families with violent adolescents had lower per capita incomes and higher antisocial behavior among the fathers than other families; and (5) all multiple offenders, violent and nonviolent, showed elevated antisocial behavior and deficits in other areas, with the nonviolent group showing slightly more problematic behavior than the violent group. (AC)

ED 357 845

PS 021 315

Calvert, Sandra L.; And Others
Preschoolers' Recitation versus Understanding of a Televised Song.
PUB DATE- Mar 93

NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Comprehension; *Learning Activities; *Memorization; *Preschool Children; Preschool Education; Repetitive Film Showings; *Singing; Verbal Development; *Verbal Learning; Videotape Recordings

A study was conducted to determine whether children think about the verbal messages embedded in songs, or merely sing the words without thinking about them. A total of 48 preschool girls and boys viewed a televised vignette of the song "Frere Jacques" under varying conditions of language comprehensibility, rehearsal, and repetition. The visual track always depicted a sleeping friar who was awakened by ringing bells, while the audiotrack presented the accompanying song in either French or English. The song was played two times during each exposure. In active rehearsal conditions, children were asked to sing during the second presentation. In passive rehearsal conditions, children were asked to listen to the song one more time. The repetition condition involved repeated exposure to the vignette for 4 successive days, while the no repetition condition involved exposure for 1 day only. Children who repeatedly viewed the French vignette recalled more words verbatim than did children in other conditions. Older children better understood the sequence of visual story events and the meaning of song lyrics than younger children. The results suggested that songs lead to children's relatively superficial information processing activities without any major impact on learning. Given this implication, an educational challenge is to elicit mindful, semantic processing for the many lyrics that children sing with little effort. (AC)

ED 357 846

PS 021 317

Eimas, Peter D.; And Others
Development of Categorical Exclusivity in Young Infants.
PUB DATE- Mar 93

NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Classification; *Concept

threatens the ability of centers to offer consistent services to children. (TJQ)

ED 357 864

PS 021 390

Parents Speak Out for America's Children. Report of the Surgeon General's Conference on Healthy Children Ready To Learn--The Critical Role of Parents (Washington, D.C., February 9-12, 1992).

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Food and Nutrition Service (DOA), Washington, D.C.; Health Care Financing Administration (DHHS), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.; Public Health Service (DHHS), Rockville, Md.

PUB DATE- Feb 92

NOTE- 197p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Child Health; Child Rearing; *Early Childhood Education; *Federal Government; Government Role; Health Promotion; *Health Services; Parent Participation; Parent Responsibility; *Parent Role; School Readiness; *Social Services

This report details the proceedings of a conference hosted by U.S. Surgeon General Antonia Novello. The conference joined 225 parents from all 50 states and more than 700 government officials and representatives from public and private health, education, and social service agencies to search for new ways to advance the health and education of America's children. The report includes: (1) an executive summary (10 pages); (2) an introduction to the conference; (3) the Surgeon General's opening remarks; (4) a summary of parent work groups, focusing on national and regional issues; (5) presentations of findings by parent representatives and responses from government officials; (6) speeches by key government officials at the conference, including President George Bush; (7) presentations on various issues related to child health and education; and (8) the Surgeon General's closing remarks. Appendices include a list of conference participants; a list of advisory group members; a list of planning committee members; the conference agenda; a list of conference facilitators and recorders; a summary of the 28 conference workshops; a list of organizations with exhibitions at the conference; and a list of groups that entertained at the conference. (MM)

ED 357 865

PS 021 395

Malkus, Amy J.; Musser, Lynn M.
Children and the New 3 Rs (Reduce, Reuse, Recycle): Attitudes toward the Environment.

PUB DATE- 25 Mar 93

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Conservation (Environment); Elementary Education; *Elementary School Students; *Locus of Control; *Prosocial Behavior; Recycling; Self Concept; Self Efficacy; *Student Attitudes

IDENTIFIERS- Childrens Attitudes Toward the Environment Scale;

Kohnstamm, Geldolph A.

Heymans' Adolescence Inquiry and the Big Five: Data Collected in Holland in 1908 and Re-analyzed in 1992.

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Data Analysis; *Factor Analysis; *Factor Structure; Foreign Countries; *Personality Traits; Secondary Education; *Secondary School Students; *Student Characteristics

IDENTIFIERS- *Big Five Markers; *Netherlands

This study reanalyzed data collected by Heymans and Wiersma in 1908 in response to a questionnaire sent to secondary school teachers in the Netherlands. The 81-item questionnaire asked teachers about the characteristics of the behavior and character of their students (numbering close to 4,000). The reanalysis involved 72 questions that provided data on 1,810 students. The 1908 questionnaire assessed such student characteristics as precision, discrimination, impulsiveness, restlessness, resistance, wantonness, anger, stubbornness, and calmness. First, a factor analysis of the 1908 data revealed that the students' characteristics were grouped into five factors. Second, the traits identified in the 1908 data were categorized according to a system of classifying personality characteristics based on a five factor model (FFM). Finally, the factors identified in the factor analysis were compared to the factors given in the FFM-based classification. Results of this comparison indicated that: (1) the first factor from the factor analysis was a mixture of FFM factors "Openness to Experience" and "Conscientiousness"; (2) the second factor corresponded to FFM factor "Extraversion"; (3) the third factor corresponded to FFM factor "Agreeableness"; (4) the fourth factor was a mixture of FFM factors "Agreeableness" and "Emotional Stability"; and (5) the fifth factor contained mostly elements of FFM factor "Emotional Stability," but also contained elements of FFM factors "Agreeableness" and "Conscientiousness." (BC)

ED 357 884

PS 021 436

Rosenboom, Lizette

Patterns of Attachment of Interracial Adopted Children in a Dutch Sample Compared to an American Sample.

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Adopted Children; Adoptive Parents; *Attachment Behavior; Biological Parents; Comparative Analysis; Cross Cultural Studies; Emotional Response; Foreign Countries; *Infant Behavior; *Infants; Parent Child Relationship; Security (Psychology); *Transracial Adoption

IDENTIFIERS- *Netherlands; United States

This paper reports the results of a study on the quality of

questions on school taxes, improvements to strengthen local schools, satellite technology, extracurricular activities, and career opportunities after high school. Results from a sample of approximately 2,000 residents in the 76 Illinois nonmetropolitan counties included: (1) 54 percent reported at least one tax referendum in their school district during the past 5 years; (2) although most panelists (60 percent) believed that property tax increases do not improve education, more than half indicated a willingness to pay more to implement school improvements; (3) of panelists with children in school, 78 percent would send their children to the same school, if they had a choice; (4) 75 percent believed that increased local funding for schools would improve education (suggesting that panelists would be willing to support user fees and increases in taxes other than property taxes); (5) most believed school improvement requires more parental involvement, more reading and writing courses, and vocational courses for jobs that will be in demand; (6) there was a general lack of knowledge and understanding about the potential of satellite courses; (7) 67 percent would be willing to pay extra charges for their children to participate in extracurricular activities; (8) the most popular advice to children about career opportunities after high school included preparing for a professional career and seeking work in a company with a good training program; and (9) 29 percent would not recommend returning to their home town after college. Factors that influenced panel members' perceptions included how active they were in the school system, sex, age, education level, career, and salary. (LP)

ED 357 903

RC 019 132

Jacobson, Michael G.; Lombard, Robert H.
Effective School Climate: Roles for Peers, Practitioners, and Principals.

SPONS. AGENCY- Illinois State Office of the Lieutenant Governor, Springfield.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information

Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Conflict Resolution; *Educational Environment; Elementary Secondary Education; *Interpersonal Competence; *Peer Counseling; Positive Reinforcement; Problem Solving; Program Descriptions; Role of Education; Rural Areas; Rural Education; *School Effectiveness; *Student Behavior

IDENTIFIERS- Illinois; Mediation

Current research on school effectiveness concludes that differences among schools affect students' academic achievement. An important characteristic of effective schools is providing a safe and secure environment. An example of programs that address this issue are peer mediation or conflict resolution programs. These programs require the combined efforts and training of administration, teachers, students, and parents in providing a safe and secure learning environment. Research demonstrates that these programs positively affect mediators' attitudes toward conflicts and have a positive impact on student mediators' self-image, problem-solving skills, sensitivity to others, and leadership skills. In addition, these programs have a positive influence on the general school climate, the number of fights and violent incidents, teachers' attitudes toward conflict, and the amount of instructional time in the classroom. Five elements usually

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; *Community Support;
Elementary Secondary Education; *Institutional Characteristics;
Public Schools; *Rural Education; Rural Schools; *School
Community Relationship; School Support

Although rural schools often are the center of community life, ownership of rural education is not necessarily vested in all elements of the community. Without diligent planning, many members of the rural community do not become stockholders in the community's largest enterprise, public education. The program approach to public education has resulted in isolated structures controlled from within. "Program" schools are input- and labor-intensive, tend to be isolated from the rest of society (thus necessitating cumbersome procedures for outside involvement), have a management orientation, and are not cost-effective. "Process" schools, on the other hand, are outcome-intensive, use community networks in the daily performance of school functions, rely heavily on internal and external communication, disperse management functions to the lowest level possible, and are cost-effective. Making the transition from program to process requires identification of all shareholders in education, followed by development of a common, community-supported mission for local education. A functional procedure to ensure that the community (i.e., the shareholders) have been identified may be called the "spectral approach," since one can identify a particular member of the community by the location that member occupies on a spectrum, much as one identifies an element by the band of light it absorbs within the light spectrum. Thus, the spectral approach to community identification consists of placing community groups along the continuum of a single identifiable factor such as age. Superimposing an agency spectrum over the community spectrum provides a basis on which to build community networks and identify gaps in services. Another important feature of the process model is its ability to engage community members, particularly parents, in supportive and constructive roles. (SV)

ED 357 922

RC 019 182

Blackmer, Larry A.

Video as a Leadership Tool in a Rural School District.

PUB DATE- 93

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Board Administrator Relationship; Elementary
Secondary Education; Leadership; Participative Decision Making;
*Rural Schools; *School Administration; *School Districts;
School Maintenance; Staff Development; *Videotape Recordings

In a rural school district in northern Michigan, video is used as an administrative tool to communicate with board of education members, staff, and students. The great distances between schools makes board visits to areas of interest impractical. The district superintendent uses videos to take the board on tours of facilities so that they can get close-up views of maintenance and renovation problems, and to allow board members to view classroom activities at their convenience. Videos of maintenance problems have also been used to develop priorities for summer maintenance schedules; in one case, such videos led a manufacturer to replace a faulty roof. With regard to the district's team management approach, video provides firsthand

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Adults; Adventure Education; Children; Disabilities;
*Methods; *Outdoor Activities; Safety; *Safety Equipment; Trees

IDENTIFIERS- *Tree Climbing

Tree climbing offers a safe, inexpensive adventure sport that can be performed almost anywhere. Using standard procedures practiced in tree surgery or rock climbing, almost any tree can be climbed. Tree climbing provides challenge and adventure as well as a vigorous upper-body workout. Tree Climbers International classifies trees using a system similar to that used in rock climbing. Trees are rated Class 1 through 6 depending on difficulty and height. Some equipment needed is a rope, a throw ball, a harness, and a daisy rope. Tree climbing technique differs from that of rock climbing and caving, in that it uses a direct hoisting system, which makes little or no use of the feet. The rope is the main tool used in hoisting and descending. Psychologically, tree climbing is a middle-level climbing experience, while rock climbing is a high-level climbing experience. Tree climbing offers relative safety, convenience, a live medium, various levels of difficulty, opportunities for night climbing and overnight camping, and economy of time and money. In a group climb, each tree is awarded a name by the first climber to reach the top (or by popular consent of the climbing party) and a register of names at the top of the tree is started for subsequent climbers. Prior to climbing, a tree should be inspected for such dangers as dead branches and unstable root foundations. Handicapped individuals, children, and families can engage in climbing. Tree Climbers International provides a tree climbing school, seminars, and a publication. (KS)

ED 357 941

RC 019 202

O'Keefe, Marty

Freshman Wilderness Orientation Programs: Model Programs across the Country.

PUB DATE- 89

NOTE- 16p.; In: Life Beyond Walls: Proceedings of the 1988

National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Adventure Education; Camping; *College Freshmen; Educational Objectives; Higher Education; *Outdoor Education; *School Orientation

IDENTIFIERS- *Freshman Orientation; *Program Objectives

A survey of 49 colleges collected information about freshman wilderness orientation programs. Questions covered: (1) program goals; (2) activities to reach these goals; (3) follow-up goals and activities; (4) evaluation methods used; and (5) role and training of leaders. Institutional goals included program goals, personal growth goals, and social skills goals. Programs were categorized into three models. Programs in Model I emphasized the role of the student leader, the importance of having fun, and the importance of establishing a peer group of friends. Programs in Model II emphasized the role of faculty, decision-making skills, small group skills, and the development of peer group identity. Programs in Model III emphasized the connection between the wilderness orientation program and academic persistence, the important role faculty play in the process, the desire for freshmen to adjust and mature through

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Biology; Foreign Countries; *Inservice Teacher Education; Interviews; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Physical Sciences; Professional Development; Program Evaluation; Questionnaires; School Surveys; Science Education; Science Instruction; *Science Teachers; Secondary Education; Teacher Attitudes; *Teacher Education Programs; *Teacher Improvement

IDENTIFIERS- *Shell Science Centre (South Africa); *South Africa

This collection of articles describes the evaluation activities of the inservice education and training (INSET) programs of the Shell Mathematics and Science Centre. The activities occurred during the first half of 1990 and concentrated specifically on physical science, biology, and mathematics. Twenty articles are presented in the following six sections: (1) Introductory Articles: "Continuous Utilisation of Evaluation Feedback" (P. Botha), and "Statement of Intent of the Centre and Its Implications for Action" (S. Hardman); (2) Physical Science: "Introduction" (P. Hobden), "Rationale" (P. Hobden), "Descriptive Report" (P. Hobden), "An Observation Study of the Workshops" (E. Russell), "Evaluation of a Short INSET Programme" (P. Hobden and A. Lewy), and "Laboratory Development Project" (T. O'Neill and P. Hobden); (3) Biology: "Biology INSET Programme" (A. Ziervogel), "Rationale" (A. Ziervogel), "An Overview of the First Day of the Shell Centre Biology Workshop" (E. Russell), and "Evaluation Comments" (A. Ziervogel); (4) Mathematics: "Mathematics INSET Programme" (P. Ntenza), "Rationale" (P. Ntenza), "Description of a Workshop" (P. Ntenza), "Summary of INSET Activities" (P. Ntenza), and "Interviews with Teachers Attending Mathematics Workshops" (E. Russell); (5) Field Units: "The Shell Science and Mathematics Resource Centre Network" (S. Hardman) and "Using Evaluation Data for Planning Actions" (S. Hardman); and (6) "Concluding Remarks" (A. Lewy). (MDH)

ED 357 961

SE 053 207

Agriculture and the Undergraduate. Proceedings of a Conference--

Investing in the Future: Professional Education for the

Undergraduate (Washington, D.C., April 15-17, 1991).

SPONS. AGENCY- Department of Agriculture, Washington, D.C.

PUB DATE- 92

NOTE- 289p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Agricultural Education; *College Curriculum; College Instruction; Core Curriculum; Cultural Differences; Curriculum Design; *Curriculum Development; Educational Change; General Education; Higher Education; *Needs Assessment; *Professional Education; Science and Society; Scientific Literacy; Teaching Methods; *Undergraduate Study

IDENTIFIERS- Agricultural Economics; Environmental Issues

This document reports the proceedings of a national conference to chart the comprehensive changes needed to meet the challenges of undergraduate professional education in agriculture. Part I of the proceedings contains the following 14 conference papers:

(1) "Rethinking Undergraduate Professional Education for the Twenty-First Century: The University Vantage Point" (Nils Hasselmo); (2) "Rethinking Undergraduate Professional Education for the Twenty-First Century: The Public Policy Vantage Point" (Ray Thornton); (3) "The Challenges for Professional Education in Agriculture: A Corporate Vantage Point" (Robert M. Goodman);

Science and Engineering; (2) Business, Industry, and Labor; (3) Education; (4) Affiliated Organizations; and (5) Affiliated Local Alliances. An appendix contains a list of Triangle Coalition members and affiliates accurate as of July 22, 1991. (MDH)

ED 357 979

SO 022 087

Collins, Naomi F.
Culture's New Frontier: Staking a Common Ground. ACLS Occasional Paper, No. 15.

PUB DATE- 90

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Education; Cultural Awareness; Higher Education; *Humanistic Education; *Humanities

This document examines the notion of the "public humanities," the humanities as they exist outside the university. The work seeks to provide an intellectual rationale for the public humanities through a bibliographic essay, reflections on readings, and a bibliography for further reference. In a separate appendix, a sample "User's Guide" attempts to address the question heard from curious audiences at public programs: what are the humanities, anyway? The booklet attempts to capture the complexity and ambiguity of the humanities, identifies reasons why defining the humanities is so difficult, and addresses how it might be possible to talk about the humanities. The ideal outcome of a discussion of the public humanities would be a general realization among people that they have been using the humanities all along and that the humanities can provide the foundation for a thoughtful and informed life. (LBG)

ED 357 980

SO 022 283

Danant, Joelle, Ed.; Barasch, Abby, Ed.
Resources for Development Education.

PUB DATE- 90

NOTE- 148p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Developing Nations; Economic Development; *Educational Resources; Elementary Secondary Education; Foreign Countries; Higher Education; Intercultural Programs; International Education; Social Development

This directory contains 250 annotated entries for resources available to teachers and all those interested in international development issues. The annotations are organized into four categories: (1) instructional packages explicitly designed for teaching about development; (2) resources that can be used by development educators to develop their own instructional packages, especially materials that provide primary information; (3) materials providing background information for the development educator through the analysis of development problems and issues; and (4) resources related to the theory and practice of development education. The types of materials featured in the directory include: audiovisuals, books, booklets, curriculum units, kits, manuals, periodicals, conference reports, and simulations. (DB)

is doing it? A number of heritage education programs and activities from throughout the country are discussed. Examples of heritage education practices include history discovery trunks, walks around neighborhoods, field trips to historic sites, adopt-a-building projects, community planning simulations, historical reenactments, and lessons for an integrated curriculum. Research on state and local programs and activities involving heritage education reveals some disturbing information. For example, few of the programs that have been developed have been adopted by the schools they are meant to serve. The vast majority of programs are for early elementary students and connected to local or state history units. There are few existing programs for upper elementary, middle, or high school students. The paper also discusses the "teaching with historic places" program that has been developed cooperatively by the National Trust for Historic Preservation and the National Park Service's National Register for Historic Places. (DB)

ED 358 003

SO 022 945

Fulbright-Hays Seminars Abroad Program, 1992. China: Tradition and Transformation (Curriculum Projects).

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- Jan 93

NOTE- 620p.; Compiled by the National Committee on U.S.-China Relations on behalf of the United States Department of Education in fulfillment of Fulbright-Hays requirements. For previous proceedings, see ED 340 644, ED 348 327, and ED 348 322-326. Contains wide variety of text excerpted from published sources.

LANGUAGE- English

EDRS Price- MF03/PC25 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Asian Studies; Cross Cultural Studies; *Cultural Awareness; Cultural Exchange; *Developing Nations; Economics Education; Elementary Secondary Education; Females; Foreign Countries; Geography Instruction; Higher Education; Interdisciplinary Approach; International Relations; Multicultural Education; Socialism; Social Studies; Units of Study

IDENTIFIERS- *China; Fulbright Hays Seminars Abroad Program

This collection of papers is from a seminar on China includes the following papers: "Women in China: A Curriculum Unit" (Mary Ann Backiel); "Education in Mainland China" (Deanna D. Bartels; Felicia C. Eppley); "From the Great Wall to the Bamboo Curtain: China The Asian Giant An Integrated Interdisciplinary Unit for Sixth Grade Students" (Chester Browning); Jeanne-Marie Garcia's "China: Content-Area Lessons for Students of English as a Second Language"; "Daily Life in China under a Socialist Government" (Janet Gould); "Geography Lesson Plan for Ninth Grade Students" (Elizabethann E. Grady); "A Journey through Three Chinas" (Donald O. Greene); "Modern China: An Introduction to Issues" (Dennis Gregg); "China: Global Studies Curriculum" (Russell Y. Hamamoto); "The East Meets the West in Holiday Celebrations" (Lucy Lee); "China: Fulbright 1992" . Eunice H. Nammacher); "A Museum of Culture: A Hands-On Approach to Multicultural Education" (Robert G. Shamy); "Confucianism: Is It Alive and Well in Modern China?" (Carol Wansong); "Multi-Media Presentation Teaching Cultural Awareness to Students in Grades K-2" (Paul Weiser); "China: A Traditional Society in Transformation" (Robert B. Winkowski); and "The Chinese Economy: In Transition and Transformation" (Randy Kai-

page typed paper that integrated knowledge of concepts and research presented in class and the textbook with students' opinion and experience. Written assignments were evaluated for critical thinking content and writing skill; scores were incorporated into examination grades. The majority of students reported that the assignments helped develop their thinking skills and stimulated them intellectually. (Author)

ED 358 026

SO 023 131

Murphy, Bianca Cody
Peace Education, Activism, and the Role of the Psychology Professor.

PUB DATE- 90

NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August, 1990).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Activism; College Faculty; Course Content; Higher

Education; Nuclear Warfare; *Peace; *Psychology; Teacher

Influence; *Teacher Role; *Teaching Experience

IDENTIFIERS- *Peace Education

This paper discusses the experiences of teaching a college course entitled "Psychology in the Nuclear Age" and highlights how research, clinical work, and activism influence the professional role of the teacher. The paper sought to raise a number of questions, including: What is meant by peace education? Should teachers remain objective or do they have an educational as well as moral responsibility to state their personal positions in the classroom? Is teaching a course on peace or nuclear issues a political action? What do students report about how they are affected by the course? How do teachers handle the intense feelings that these topics may evoke in students? and Do teachers have a responsibility to help their students take political action? Contains 5 references. (DB)

ED 358 027

SO 023 132

Slusher, Morgan P.
Incorporating Psychology into an Interdisciplinary Course on Science and Prejudice.

PUB DATE- 92

NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bias; Course Content; Higher Education;

*Interdisciplinary Approach; *Psychology; Research Problems;

Science and Society; Science Education; *Scientific Research

This paper described an interdisciplinary course on the interaction between prejudice and the conduct of science. Scientists often possess the same prejudices as others in their culture. Students learn how subtle prejudice can affect the processes of science. This course examines major scientific endeavors that have been influenced by the prejudices of society and served to "justify" those prejudices. The measurement of racial differences in human intelligence, the

Teacher Time and Curriculum Manageability at Key Stage 1: A Third
Report of Research into the Use of Teacher Time.

SPONS. AGENCY- Assistant Masters and Mistresses Association,
London (England).

PUB DATE- Oct 92

NOTE- 95p.; For the pilot study, see SP 034 259; for the first
follow-up study, see SP 034 402.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- British Infant Schools; *Curriculum; *Elementary
School Teachers; Employee Attitudes; Foreign Countries;
Inservice Teacher Education; Primary Education; Surveys;
*Teacher Attitudes; *Teaching Load; Time Management; Work
Attitudes; *Working Hours

IDENTIFIERS- *British National Curriculum; England; Wales

This report, the second of two follow-up studies, compares time
usage of 105 infant teachers in England and Wales with the
workloads of teachers surveyed in 1990 (the pilot study) and
1991. The report presents findings about the nature of the
sample, working conditions, and teacher perceptions; time spent
on work overall and time spent on teaching, preparation,
administration, professional development, and other activities;
adequacy of the time available for each subject in the national
curriculum; workloads of teachers with Year 2 children in their
classes; the "conscientiousness" thesis; manageability of the
national curriculum at Key Stage 1; teacher workloads needed to
deliver the national curriculum; provision of inservice
training; and use of nonteaching assistants. The study confirms
previous findings of long hours spent on work, associated
primarily with teachers' personal sense of conscientiousness.
Lack of time combined with large class size are seen as the
main obstacles to delivering the national curriculum. The study
concludes that teachers have been statutorily required to
implement a broadly based curriculum whose specification has
been based on mistakenly ambitious assumptions about the time
available for teaching it. Possible solutions to the problem of
curriculum manageability are presented. Appendices provide a
copy of the questionnaire and statistical data from the study.
(JDD)

ED 358 046

SP 034 461

White, George T.; And Others

Recommended General Education Core for the Coach/Teacher.

PUB DATE- Mar 93

NOTE- 9p.; Paper presented at the Annual Meeting of the American
Alliance for Health, Physical Education, Recreation and Dance
(Washington, DC, March 24-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; *Athletic Coaches; Core
Curriculum; *General Education; Higher Education; *Liberal
Arts; *Physical Education Teachers; Preservice Teacher
Education; Teacher Competencies; *Teacher Education Curriculum;
Teacher Education Programs; Teacher Qualifications

IDENTIFIERS- National Teacher Examinations; *NTE Core Battery

This paper offers a mechanism for producing a more marketable,
competent professional coach/teacher, by addressing the content
of the General Education Core. The paper discusses standards
that must be met by graduates, including those of the National

specifically to spotlight critical aspects of drug education in the classroom. Each case includes: (1) case setting; (2) case theme; (3) statement of case problem; (4) student challenge questions; (5) case issues; (6) case questions; (7) case references; and (8) suggested teacher education courses. (Thirty additional readings on portfolios are suggested.) (LL)

ED 358 064

SP 034 524

Bouck, Linda H.

Development of a British Road Safety Education Support Materials Curriculum.

PUB DATE- Dec 92

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; Elementary Education; Foreign Countries; *Instructional Materials; *Pedestrian Traffic; *Safety Education; *Traffic Safety

IDENTIFIERS- England; *Road Safety Act (Great Britain)

Road safety education needs to be a vital component in the school curriculum. This paper describes a planned road safety education support materials curriculum developed to aid educators in the Wiltshire County (England) primary schools. Teaching strategies include topic webs, lecture, class discussion, group activities, and investigative learning through a problem solving approach. Materials provided for the teacher include: a detailed instructional guide, lesson plans, vocabulary lists, activity sheets, unit quizzes, answer keys, and supplementary resources. The paper also reports on a validation study conducted during the pilot testing phase of the curriculum development process. Students (N=32) were randomly selected and assigned in equal numbers to experimental and control groups in each of two schools. The control group was given a posttest only, while the experimental group was given the road safety instruction and a posttest. Analysis of the test data found a significant difference between those pupils who had received the road safety support materials instruction and those pupils who had not. Recommendations based on the development, pilot testing, and statistical analysis of the road safety materials are provided. (Contains 17 references.) (LL)

ED 358 064

SP 034 526

Green, Connie Roberta; And Others

Qualitative Analysis of Teaching Strategies in the DARE Program (Drug Abuse Resistance Education) Taught in Fifth Grade in Knox County Schools by the Knoxville Police Department.

PUB DATE- Nov 92

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; Elementary School Students; Grade 5; Health Promotion; Information Processing; Intermediate Grades; Learning Processes; *Police School Relationship; *Prevention; *Program Evaluation; Qualitative Research; *Substance Abuse; *Teaching Methods

IDENTIFIERS- *Drug Abuse Resistance Education Program; *Knox County Schools TN

This study evaluates and examines teaching strategies used by

Sentence Components in Southeastern Tepehuan.

PUB DATE- 80

NOTE- 25p.; In: Daly, John P. and Daly, Margaret H., Eds. Work
Papers of the Summer Institute of Linguistics, University of
North Dakota Session, Volume 24; see FL 021 158.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Grammar; *Semantics; *Sentence Structure;

*Structural Analysis (Linguistics); Uncommonly Taught Languages

IDENTIFIERS- *Clauses; *Tepehuan

This paper explores the intra-clausal relations of minimal locutionary and illocutionary force in Southeastern Tepehuan. It surveys the semantic and syntactic sentence types with primary reference to grammatical relations. The semantic propositional structures, along with their modal parameters and other semantic prosodies are discussed in Section 1. Then the basic syntactic forms of sentences and their related grammatical elements are outlined in Section 2, along with a mapping of the set of semantic sentence types onto the set of surface sentence types. (VWL)

ED 357 614

FL 021 162

Tuggy, David

Ethical Dative and Possessor Omission Si, Possessor Ascension No!

PUB DATE- 80

NOTE- 46p.; In: Daly, John P. and Daly, Margaret H., Eds. Work
Papers of the Summer Institute of Linguistics, University of
North Dakota Session, Volume 24; see FL 021 158.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Grammar; *Linguistic Theory; *Sentence Structure;

*Spanish; *Structural Analysis (Linguistics)

IDENTIFIERS- *Possessor Ascension; *Possessor Omission

In Spanish, there is a very common type of sentence that has the following properties: (1) one of the arguments of the verb is a noun phrase that consists of an article and a noun; (2) there is also a dative pronoun dependent on the verb; and (3) the dative pronoun is understood as the possessor of the definite noun. It has been suggested that sentences that possess the properties of 1 and 3 should be accounted for under the theory of relational grammar by a relational configuration called Possessor Ascension (PA). In this structure, the possessor in a possessor-head construction is a non-initial indirect object in the same clause in which the possessor-head construction bears an initial grammatical relation (GR). Two main arguments have been put forth to support a PA analysis for Spanish: PA has already been posited and argued for some reasonable alternatives in other languages (Chamorro, French, etc.), and positing structures with PA allows one to reflect the similarity in meaning in sentences in languages with PA and sentences in languages without PA. It is argued here that PA is not the best way to account for sentences possessing 1 and 3. They are better viewed as resulting from a structure with an ethical dative and what is referred to as "Possessor Omission," both of which can be independently motivated in Spanish. (VWL)

ED 357 615

FL 021 163

Scruggs, Terri

Notes on African Linguistics.

PUB DATE- 80

approximately 150 references. (LB)

ED 357 634

FL 021 221

Hayes, Curtis W., Ed.

Migrating Towards Literacy.

PUB DATE- 93

NOTE- 178p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Classroom Techniques; Content Area Writing; Creative Writing; Elementary Education; Elementary School Students; *English (Second Language); Hispanic Americans; Journal Writing; *Limited English Speaking; Poetry; Student Journals; Teaching Guides; Teaching Methods; Writing Across the Curriculum; *Writing Instruction

Strategies to address the reading and writing needs of reluctant and hesitant students with limited English proficiency (LEP) are provided in this guide for teachers. It is drawn from experiences with six elementary school teachers and an elementary school principal in San Antonio in the Southwest Independent School District/University of Texas Reading and Writing Project. The project began in 1985. The students in the project, mostly Hispanic, had been labeled as "non-learning" and at-risk. The chapters in the guide are as follows: (1) "Are These Kids Different?" (Valerie M. Camilli, Corine Drumm, John P. Harrison, Eilene Wright, and Janet R. Drane), which addresses the notion of teaching children whose first language is not English; (2) "Writing for Fun" (Corine Drumm), which shares the interactive nature of writing; (3) "Poetic Justice" (John P. Harrison), which addresses the structures inherent in poetry and some strategies that LEP students can use to be successful poets; (4) "Have You Heard of the 'J'?" (Eilene Wright), which discusses journal writing as expressive writing from the self; (5) "Writing Across the Curriculum" (Janet R. Drane), which addresses transactional writing or content-area writing; and (6) "Classroom Realities" (Valerie Camilli), which is about grading and evaluation. The guide is generously illustrated with examples of student work. Contains 78 references. (LB)

ED 357 635

FL 021 222

Redden, James E., Ed.

Papers from the Hokan-Penutian Languages Conference (Santa Barbara, CA, June 27, 1992) and the J. P. Harrington Conference (Santa Barbara, CA, June 24-27, 1992). Occasional Papers on Linguistics, Number 17.

PUB DATE- 92

NOTE- 154p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; Consonants; *Distinctive Features (Language); Language Research; Nouns; Phonetics; Sentence Structure; *Structural Linguistics; Syntax; Vocabulary; Vowels; Word Lists
IDENTIFIERS- Chumash; Hualapai; *Langdon (Margaret); Miwok (Tribe); Phrasing; Yavapai; *Yuman Languages
Dedicated to Margaret Langdon at the University of California,

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; *Educational Change; *English (Second Language); *Evaluation Methods; Language Skills; *Literacy; *Literacy Education; Scores; Standardized Tests; *Student Evaluation; Testing

IDENTIFIERS- *New York City Adult Literacy Initiative

This paper reviews the assessment process as it exists today in the New York City Adult Literacy Initiative (NYCALI), and explores a few changes in direction and in practice currently underway. It highlights the national context of concern surrounding literacy assessment, and summarizes the debate over standardized testing and other forms of assessment. The assumptions and conclusions of those holding different positions on appropriate ways to measure the progress and achievements of adult learners is briefly reviewed. Data on assessment as practiced in NYCALI programs is presented. The discussion includes information on standardized test scores as well as descriptions of other forms of assessment being developed and currently in use by New York City programs. Conclusions center on recommendations for improving the quality of assessment in NYCALI programs in ways that will inform funders, policymakers, practitioners, and students. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 357 659

FL 800 553

Bosher, Susan

Interrupted Educational Background and Its Impact on the Acquisition of Academic Writing Skills: Case Studies of Southeast Asian Writers.

PUB DATE- 93

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Background; *English (Second Language); High Schools; High School Students; Immigrants; Interviews; Language Proficiency; Native Language Instruction; *Problem Solving; Second Language Learning; Student Characteristics; Videotape Recordings; *Writing Processes; *Writing Skills

IDENTIFIERS- Native Language

This study investigates the problem-solving strategies that second-language students from different educational backgrounds bring with them to an academic writing task. Three students who participated in this study are discussed in this report: one student who experienced uninterrupted education in her native language, completing high school in her native country, and two students whose education had been interrupted and who completed high school in the United States. Students were videotaped as they wrote, specifically the movement of their pens on paper. They were then interviewed about their writing processes and selected pause times, using excerpts from the videotape to stimulate recall. Results showed that the three students differed in their degree of metacognitive awareness, their ability to integrate information from the reading into their writing, attention paid to different aspects of their writing, and the quantity and variety of problem-solving strategies employed. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/VWL)

ED 357 660

FL 800 592

and then gradually narrows down the perspective by focussing on the specifics of Swedish professions as a special case of continental professional development. This section notes that in contrast to the "Anglo-American" countries, most of the professions of continental Europe have had the state as both educator, protector and main employer. This section also identifies four historical "take-offs" for specific kinds of professionals: (1) civil servants and state administrators, (2) engineers, (3) social service professionals, and (4) political professionals. The take-offs are linked to changes in one crucial determinant: variations in governmental forms and state policies. The result suggests that in continental social formations, the demand and needs of the state are a major precondition for professional evolution. (Contains 85 reference notes.) (JB)

ED 357 681

HE 026 428

Merisotis, Jamie P.

Institutional Lending: An Introduction. A Background Report
Prepared for the Advisory Committee on Student Financial
Assistance.

SPONS. AGENCY- Advisory Committee on Student Financial
Assistance, Washington, DC.

PUB DATE- Dec 88

NOTE- 76p.; For related documents, see HE 026 429-443.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Opinions/Personal Viewpoints/Position Papers/Essays
(120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Colleges; Educational Finance; Federal Programs;
Financial Services; *Government School Relationship; Higher
Education; Program Administration; *Public Policy; *School
Policy; State Programs; Student Financial Aid; *Student Loan
Programs

IDENTIFIERS- *Institutional Lending; Perkins Loan Program;
Stafford Student Loan Program

This background paper on institutional lending examines institutional lender policy in the Stafford Student Loan Program, the study of which was mandated in the 1986 reauthorization of the Higher Education Act. The paper's particular purpose, however, is to familiarize the reader with the general operation of programs and the historical participation of schools in institutional lending. Several broad themes emerge in the information presented. One is that institutional lending is far from being a new issue, and thereby should not be considered unique or atypical as a topic of policy debate. Institutions have been making loans to students for decades and government experience with institution based lending dates back to the late 1950s with the Perkins program. Another motif of the paper is that, over time, the issue of access to loan capital has been important in shaping the role of institutions as lenders. Today, with nearly 13,000 banks and a robust secondary market, access to capital is a comparatively minor concern and institutions have correspondingly seen their roles as lenders markedly reduced. The question of who should lend and under what circumstances has played a crucial function in the development of institutional lender policy over the last two decades. These themes are developed in four chapters. The first is a brief introduction. Chapter 2 is divided into sections that focus on the Federally Insured Student Loan (FISL) program, the Stafford program, and the Perkins Loan Program. Chapter 3 reviews a

Characteristics; *Teacher Salaries; Teaching Load; Universities

This report studies the role of teaching in the faculty reward structure by examining the relationship between faculty activities (teaching and instruction, research and scholarship, administration, public service) and compensation. The study examined the implicit emphases given by academic institutions to various faculty activities. The data presented are from a national survey of 424 colleges and universities, stratified by Carnegie type; and 8,383 full- and part-time faculty representing a response rate of 76%. Key findings indicated: (1) seniority and male gender were positively related to compensation; and (2) teaching was a negative factor in compensation whereas research was positively related to compensation. These patterns held true overall and for each type of institution. Appendices include the survey questionnaire; and various compensation breakdowns by academic and demographic characteristics, teaching activities and workload, research activities and workload, by administration and service, and by faculty demographics and type of institution. (Contains 57 references.) (GLR)

ED 357 700

HE 026 448

Ratcliff, James L.; And Others

Handbook on Linking Assessment & General Education.

SPONS. AGENCY- Office of Educational Research and Improvement (Ed), Washington, DC.

PUB DATE- Jun 92

NOTE- 122p.; For related documents, see HE 026 449-551.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; *Cluster Analysis; Curriculum Development; Educational Improvement; Educational Planning; Evaluation Methods; *General Education; Guidelines; Higher Education; Learning Experience; *Models; Outcomes of Education; Program Development; *Program Implementation; *Student Evaluation; Undergraduate Study

IDENTIFIERS- *Coursework Cluster Analysis Model

This handbook presents a process for the assessment of college curricula and student learning in general education and liberal learning. The key concepts of the Coursework Cluster Analysis Model (CCAM) are described and explained. Some of the general guidelines on interpreting the results of CCAM analyses are presented as well as key decisions regarding reform of the curriculum, although revision of the assessment program and enhancement of the student advising system will have to be made on each campus employing the CCAM model. Specific chapters discuss CCAM and the assessment of student learning, the research that went into developing CCAM, the considerations for planning for the assessment of student learning, a general overview of the methods and procedures in using CCAM, determining student learned abilities, and the detailed procedures for conducting the coursework patterns analysis. Appendices provide studies of the CCAM analysis and the job control language required to perform the CCAM procedures. Contains 50 references. (GLR)

ED 357 701

HE 026 449

Bohr, Louise

different from today. (JB)

ED 357 718

HE 026 472

Rothschild, Mark

The Risks and Rewards of College/University Prepayment and Savings Plans. Policy Bulletin.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- Mar 92

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Collected Works - Series (022)

DESCRIPTORS- Economically Disadvantaged; Educational Finance;

Family Financial Resources; Higher Education; *Paying for

College; *Policy Formation; State Programs; Tuition

IDENTIFIERS- Massachusetts; Michigan; Prepayment Plans; Savings Accounts; *Savings Bonds; *Tuition Prepayment

This bulletin describes types of prepayment and savings plans for financing college education, outlines advantages and disadvantages of these programs, and highlights issues that state and institutional planners and policymakers should consider. A description of existing tuition prepayment plans looks at state plans that typically permit investors to pre-purchase tuition for their beneficiaries at any public institution tax-free, at a cost equal to or less than the current cost of tuition. Drawbacks to these plans include restricting students to institutions in their own state, and problems with tuition caps and increases, equity, and accessibility of such plans to low- and middle-income groups. A further section discusses college savings plans which utilize state and city college savings bonds and federal EE Series savings bonds. Half of the states currently issue college savings bonds; Chicago (Illinois) and Pittsburgh (Pennsylvania) are two cities offering college savings bonds. A review of combination guarantee and savings plans describes the Massachusetts College Opportunity Funds and the College Sure Certificate of Deposit. The report concludes that these plans can increase a family's resources in financing postsecondary education. No single plan is without drawbacks, however, and most provide little benefit to the financially disadvantaged. Includes two comparison tables and 12 references. (JB)

ED 357 719

HE 026 473

Trustees & Troubled Times in Higher Education. Invitation to a Continuing Conversation. Report of the Higher Education Issues Panel.

SPONS. AGENCY- Henry Luce Foundation, New York, N. Y.; Prudential Foundation, Newark, N.J.

PUB DATE- 92

NOTE- 46p.; Funding also received from the Robert W. Woodruff Foundation and Lettie Pate Evans Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Colleges; Culture Conflict; Demography; Economic Factors; Educational Change; Educational Trends; *Futures (of Society); Governing Boards; *Higher Education; *Institutional Role; Long Range Planning; Moral Values; Racial Relations;

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Distance Education; *Educational Media; Foreign Countries; Higher Education; *Instructional Effectiveness; Questionnaires; *Student Attitudes; *Student Motivation; Tables (Data); Teacher Attitudes; Tutors; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Allama Iqbal Open University (Pakistan); Student Surveys; Teacher Surveys

This study was designed to find out why and how students of Allama Iqbal Open University (AIOU) in Pakistan learn through its distance education system. Questionnaire surveys of the students and tutors were conducted in November and December, 1990. Out of 1,650 randomly selected B.A. (Bachelor of Arts) students, 661 students returned the questionnaire. About 25% of the respondents were female, and their ages ranged from 18 to 59 with an average of 30. Students' motives for studying were much clearer than those at the University of the Air in Japan. The highest responses were shown on the items of "love studying in itself" and "want to make up for my past lack of studies." The students were generally confident of success at AIOU and perceived they had achieved their course work satisfactorily. They evaluated textbooks and assignments as very effective, but some of them were not able to attend tutorial sessions. Over 80% owned their radio sets, and television was accessible by 60%. The students perceived reading textbooks as the most important element of their study. Questionnaires were returned from 188 tutors. Nearly 60% had experience as an AIOU tutor for more than 3 years. The tutors perceived reading textbooks, doing assignments, and meeting the tutors as the most important elements of studying for students at AIOU. Many of them perceived that AIOU students' motivation was higher than that of other regular college students. Their proposals for improving the instructional method of AIOU were also obtained. (Eight tables present data.) (Author)

ED 357 737

IR 054 423

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.

The Impact of CD-ROM on Library Operations and Universal Availability of Information: Festschrift in Honour of Maurice B. Line. International Essen Symposium (11th, Essen, Germany, September 26-29, 1988). Publications of Essen University Library 11.

SPONS. AGENCY- Essen Univ. (Germany). Library.

PUB DATE- 89

NOTE- 282p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Developing Nations; *Electronic Publishing; Foreign Countries; Higher Education; Information Retrieval; Information Storage; *Library Automation; Library Cooperation; *Library Services; National Libraries; *Optical Data Disks; Pilot Projects; Research Libraries

IDENTIFIERS- *Electronic Libraries; Festschrift; Germany; Netherlands

This festschrift contains 17 papers on the impact of CD-ROM technology: (1) "CD-ROM and Access to Information in the South" (Abdelaziz Abid); (2) "CD-ROM and Bridging of Cultural and Technological Gaps in Developing Countries" (Shmuel Sever); (3)

and a cover letter. (Contains 21 references.) (GLR)

ED 357 757

IR 054 565

Arizona State University Library Publication Policy.

PUB DATE- Sep 92

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - General (130)

DESCRIPTORS- Administrative Policy; College Libraries; Educational Resources; Guidelines; Higher Education; *Information Dissemination; Information Retrieval; *Library Services; Position Papers; *Publications

IDENTIFIERS- Arizona State University Tempe; *Library Policy; *Library Publications

This Arizona State University (Tempe) Library publication policy provides librarians with a single source to consult when writing standard library handouts, i.e., publications made available for public use. The policy also applies to materials printed with funds from outside the Instructional Services printing budget. This policy paper covers the following topics: (1) definitions of library publications; (2) the role of the authors; (3) the types of publications (i.e., INFOsources, guides to library resources, brochures, how-to series, library tours and locators, circulation handouts, special publications, and design of forms used by the public); (4) guidelines for citations; (5) production schedule; (6) inventory; (7) distribution of the policy; and (8) policy adoption. Appendixes include the standard headings for INFOsources and guide sections; and examples of INFOsource first page, guide cover, service and collection brochures, and how-to find and how-to-use/search publications. (GLR)

ED 357 758

IR 054 566

Pickard, Patricia W.

Library Media Coordinator Project: Online Searching.

PUB DATE- 29 May 91

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Budgeting; High Schools; Junior High Schools; *Librarian Attitudes; Library Automation; Library Services; Library Surveys; *Media Specialists; *Online Searching; Online Systems; Questionnaires; School Districts; Teacher Attitudes

IDENTIFIERS- DeKalb School District GA; Library Computer Systems

This paper discusses the results of a project designed to gather data that the Library Media Coordinators of DeKalb County (Georgia) Schools can use to evaluate several aspects of online searching in the county's secondary schools. The project, involving responses from library media specialists (LMSs) from 24 DeKalb secondary schools (5 junior high schools and 19 high schools), sought answers to the following research questions: (1) Is the amount budgeted per school for CLASSMATE online searching adequate? (2) How is online searching being used in each school and with what results? (3) What is the general feeling or perception of the LMSs toward its use? (4) Are more inservices or staff development programs needed in this area

Mattice, Nancy J.; Richardson, Russell C.
College of the Canyons Survey of Teaching Practices, Spring 1993.
PUB DATE- Jun 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjunct Faculty; *Classroom Techniques; Community
Colleges; Comparative Analysis; Educational Strategies;
Participant Characteristics; *Part Time Faculty; Program
Evaluation; School Surveys; Teacher Behavior; Teacher
Effectiveness; *Teaching Methods; Teaching Styles; Two Year
Colleges

IDENTIFIERS- College of the Canyons CA

The Associate Program for Adjunct Faculty (APAF) at College of the Canyons (CC) in Santa Clarita, California, includes instructional skills workshops and advanced teaching workshops designed to promote good teaching practices among part-time faculty. In March 1993, CC conducted a survey of teaching practices among the college's 160 part-time teaching faculty to determine whether the incidence of good teaching practices had increased among APAF participants as compared with non-participant adjunct faculty. Study findings, based on a 90% response rate (N=144), included the following: (1) among respondents, 32 had participated in the APAF, while 112 had not; (2) many of the best teaching practices had a high incidence of use among part-time faculty; (3) instructors who completed the APAF exhibited a higher usage of good teaching practices than adjunct faculty in general, with the greatest positive correlation found between APAF participation and giving post-tests at the end of class and in encouraging students to prepare together for classes and exams; (4) there was a moderate, negative correlation between level of APAF participation and inviting guest lecturers, although no other differences in the use of teaching methods among APAF participants and non-participants were found; and (5) while no significant differences were found between participants and non-participants in the use of student evaluation mechanisms, there was a moderate, negative correlation between APAF participation and using class tardiness in student evaluation. Data tables, analysis of responses by academic division, and the survey instrument, are included. (PAA)

ED 357 777

JC 930 259

College of the Canyons Student and Faculty Evaluation of
Placement Results.

PUB DATE- Jun 93

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Aptitude Tests; Community Colleges; Comparative
Analysis; Diagnostic Tests; Educational Testing; *Participant
Satisfaction; *Screening Tests; *Student Attitudes; Student
Characteristics; *Student Placement; *Teacher Attitudes; Two
Year Colleges; Two Year College Students

IDENTIFIERS- College of the Canyons CA

A study was performed at the College of the Canyons, in Valencia, California, to compare the perceptions of students in basic skills courses with those of their teachers regarding the

and materials; describe elements of the Career Development Program Plan; and review personnel requirements. Finally, the report details activities within the program planning, development, and implementation phases, reviewing aspects of forming committees, conducting needs assessments, setting program standards, undertaking evaluation, and addressing staff development needs. (PAA)

ED 357 794

JC 930 276

School to Work Transition: Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 27p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ancillary School Services; Career Counseling; Case Studies; Community Colleges; Educational Resources; *Education Work Relationship; Job Skills; Minority Groups; Program Descriptions; *Special Needs Students; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges; Secretaries Comm on Achieving Necessary Skills

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package provides information on school-to-work transition programs within the California Community Colleges (CCC). The opening section of the report discusses the changing demands of the job market and the impact on students' educational needs; describes demographic and economic trends likely to affect the job market and workforce by the year 2000; and reviews the foundation skills and competencies of effective workers, identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report for educational reform. Next, the report describes Project Adelante at Long Beach City College, providing vocational skills training, assistance, and guidance, to disadvantaged, limited English proficient, and disabled vocational education students. A description is then provided of the Mathematics, Engineering, Science Achievement Minority Engineering Program at Sacramento City College, providing arenas for collaborative learning, personal and practical skills development, and a hands-on work experience program for minority students. The final section of the report draws from interviews of staff at CCC institutions and details strategies for successful school-to-work transition efforts, including business and industry input in curriculum development; forming advisory committees; emphasizing cooperative work experience programs; forming long-range partnerships with primary and secondary schools; and implementing instruction which addresses personal qualities and job search skills. A list of program contact people is included. (PAA)

ED 357 795

JC 930 277

Staff Skills Development: Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

Success. New Directions for Community Colleges, Number 82, Summer 1993.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 122p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; *Academic Advising; College Transfer Students; Community Colleges; *Counseling Techniques; *Delivery Systems; *Educational Counseling; Educational Improvement; Ethnic Groups; Faculty Advisers; Intervention; Models; National Surveys; Program Descriptions; Program Effectiveness; School Holding Power; Two Year Colleges; Two Year College Students

IDENTIFIERS- Developmental Academic Advising

Offering new perspectives on academic advising in community colleges, this book defines developmental academic advising, describes the organization and delivery of advising services, and discusses key components of effective programs. The following 10 chapters are included: (1) "Developmental Academic Advising," by Thaddeus M. Raushi, defining developmental academic advising as a process which views students in the context of their whole life setting; (2) "Academic Advising, Retention, and Transfer," by Margaret C. King, highlighting the role of advising in student integration into college life; (3) "The Organization and Effectiveness of Academic Advising in Community Colleges," by Wesley R. Habley, describing findings of a national survey of advising program characteristics; (4) "Advising Models and Delivery Systems," by Margaret C. King, reviewing seven organizational models and five delivery systems; (5) "Adviser Training in the Community College," by Portia K. Weston, arguing that training activities improve student success and provide team-building staff development; (6) "Evaluation, Recognition, and Reward of Academic Advising," by Buddy Ramos; (7) "Advising the Two-Year Student: Considerations and Strategies," by Judith L. Sanford-Harris; (8) "Advising Multicultural Populations for Achievement and Success," by Thomas Brown and Mario Rivas, discussing challenges and strategies for advising students of different backgrounds; (9) "Intrusive Academic Advising," by Martha T. Garing, suggesting intervention strategies at specified times from admission to graduation; and (10) "Sources and Additional Information: Academic Advising in the Community College," by Karin Petersen Hsiao. (BCY)

ED 357 812

JC 930 304

Head, Ronald B.

Results of the Greene County Postsecondary Educational Needs Survey. Research Report No. 3-93.

PUB DATE- Jun 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Planning; *Community Attitudes; Community

Alexander, Elly

From Store Cupboard to Family Room: How Parents Pushed Open the Doors of a Scottish Nursery School. Bernard van Leer Foundation Studies and Evaluation Papers 9.

PUB DATE- Dec 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Day Care Centers; Early Childhood Education; Family Programs; Foreign Countries; Interviews; *Nursery Schools; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parents; *Parent School Relationship; Parent Teacher Cooperation; *Social Support Groups

IDENTIFIERS- Scotland

Forming a genuine partnership with parents from across the social spectrum is one of the challenges facing schools. The development of a "family room"--a basic meeting place and playroom with comfortable furniture, toys, a tea kettle, and other equipment for families--became a collaborative adventure shared by parents, staff, and a local community project in Aberdeen, Scotland. The family room proved to be a useful resource for easing the transition from home to nursery for poor and socially isolated children and parents. The family room drew into the school a group of isolated parents most in need of support and most unlikely to have become involved in classroom-based activities. The parents found the room socially valuable to both themselves and their younger children, especially for meeting new people and getting support. Parents and staff (n=37) were interviewed by an outsider for this study. The staff felt the experience led to a greater understanding of the children's backgrounds and to a new respect for the caring and coping abilities of the mothers. This paper describes the evolution of the family room; an evaluation of parents' and staff's perceptions of the room; and the use, value, organization, and place of the room in the structured school. (SM)

ED 357 828

PS 021 166

Sample Job Descriptions To Assist in Complying with the Americans with Disabilities Act of 1990.

PUB DATE- Jul 92

NOTE- 30p.; For a related document, see PS 021 598.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrators; Child Caregivers; Cooks; *Day Care; *Disabilities; Early Childhood Education; *Employer Employee Relationship; *Employment Practices; *Employment Qualifications; *Equal Opportunities (Jobs); Job Applicants; Occupational Information; Volunteers

IDENTIFIERS- Access to Facilities; *Americans with Disabilities Act 1990; Bus Drivers; Janitorial Services

The Americans with Disabilities Act of 1990 provides protection against discrimination for persons with disabilities. This document provides answers to frequently asked questions about the employment provisions of the act. Topics addressed by these

Formation; *Infants; *Learning Processes; *Perceptual Development

Previous research has shown that 3- to 4-month-old infants form a global categorical representation for cats that includes female lions, whereas 6- to 7-month-old infants differentiate between cats and lions. Three experiments using familiarization-novelty preference procedures attempted to determine whether the differentiation of a global categorical representation (in this case, the differentiation of lions and cats) is governed by maturational or experiential constraints. Experiment 1 replicated the basic finding that 3- to 4-month-old infants form a categorical representation for cats that excludes dogs, but includes female lions. Experiment 2 examined whether experience with cats and lions during familiarization would allow for categorical differentiation. Experiments 1 and 2 both began with an initial familiarization of 12 colored photographs of cats presented during six 15-second trials. Experiment 2 also provided a second familiarization experience that paired a familiar cat with a novel lion. The subsequent preference tests showed no reliable preference to observe novel lions over familiar cats. Dogs were preferred to cats and lions, but lions were not preferred to cats. In experiment 3, two cat-cat pairings were interspersed among the cat-lion pairings during the second familiarization period. Under these conditions, the infants exhibited preferences suggesting that the categorical representation for cats excluded both dogs and lions. (AC)

ED 357 847

PS 021 318

Chen, Jie-Qi

Building on Children's Strengths: Examination of a Project Spectrum Intervention Program for Students at Risk for School Failure.

PUB DATE- Mar 93

NOTE- 32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Child Development;

*Competence; Curriculum Development; *Elementary School Students; Failure; Grade 1; *High Risk Students; *Intervention; *Learning Centers (Classroom); Primary Education; Self Esteem; Student Adjustment; Student Behavior

IDENTIFIERS- Project Spectrum; *Student Strengths

This study examined the effectiveness of Project Spectrum, an intervention program for at-risk students and an approach to assessment and curriculum development that identifies a child's area of strength and constructs the education and learning experiences around the child's competencies. A total of 119 students in 6 first grade classrooms participated in the study. In four intervention classrooms, students participated in Project Spectrum learning centers; in two control classrooms, they did not. To evaluate the program's effect on children's achievement, the study used a learning center behavioral measure, an academic achievement measure, a self-esteem measure, and a school adjustment measure. At-risk students were found to have higher self-esteem, better classroom adjustment, and higher levels of involvement when they were participating in the learning centers than when they were participating in regular classroom lessons. The at-risk children's attitudes and behaviors were significantly enhanced when they worked in their

*Environmental Attitudes; Environmental Awareness; Janus Environmental Attitudes Scale

This study examined the relationship between children's environmental attitudes and their perceived competence and locus of control. The study sample consisted of 171 children in grades 3, 4, and 5. Children completed the Children's Attitudes Toward the Environment Scale (CATES) and the Janus Environmental Attitudes Scale (JEAS), which assessed their attitudes toward the environment, and other questionnaires which assessed their perceived competence and locus of control. Additionally, children chose an environmental or nonenvironmental activity to engage in during each of three classroom educational sessions. Results indicated that children who possessed an internal locus of control had more positive scores on measures of environmental attitudes than did other children. This correlation suggests that children who feel they have control over and responsibility for their own actions and behaviors have strong pro-environmental attitudes. Results also indicated that children who scored high on measures of behavior and physical appearance had more positive environmental attitudes than did children who scored low. The study also found that the CATES had a high internal consistency and test-retest reliability, and was moderately correlated with the JEAS. (TJQ)

ED 357 866

PS 021 396

Squires, Jane; And Others

Use of High-Risk Parents for Developmental Screening.

PUB DATE- Mar 93

NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *At Risk Persons; Child Neglect; *Early Intervention; Economically Disadvantaged; Infant Behavior; *Infants; Longitudinal Studies; *Parent Attitudes; Questionnaires; *Screening Tests; *Test Reliability

IDENTIFIERS- *Developmental Delays

To determine whether parents in families that live in high-risk environments accurately complete developmental questionnaires to be used in identifying infants at-risk for developmental delay, this study evaluated 54 at-risk and 43 nonrisk parent-infant dyads. Risk dyads included those living in extreme poverty and those with mothers whose maternal age was 19 or younger, with mothers who had less than a 12th grade education, and with parents who were involved with Children's Protective Services for reported abuse or neglect of their children. All parents completed Infant/Child Monitoring Questionnaires when their infants were 4, 8, 12, 16, 20, and 24 months old. At 12 and 24 months, children were assessed by a professional examiner using the Bayley Scales of Infant Development. Parents' accuracy was examined by comparing their classification of their infant's performance as normal or abnormal with the classification derived from professional assessment. Concurrent validity of the Infant/Child Monitoring Questionnaires, using the Bayley Scales as the criterion measure, was also investigated. Analysis showed that overall, the sensitivity and specificity of the questionnaires were in the acceptable ranges for a screening instrument. Results from this study suggest that although information from some at-risk

attachment in two groups of interracial adopted infants in the Netherlands, and compares these results with results from a similar study of American interracial adoption. The two groups in the Netherlands consisted of 30 adoptive Asian children placed in White families, and 20 Asian and Latin American children who were the first adopted child in White families with biological children. The American sample consisted of 19 adopted Asian or Latin American children placed in White families, and a control group of 27 firstborn nonadopted infants. Quality of attachment was assessed using the Strange Situation procedure when the children were between 13 and 18 months in the American samples, and at 12 and 18 months in the Dutch samples. Children were classified as anxious avoidant, secure, or anxious ambivalent. Analysis and comparison revealed no significant difference in quality of attachment between the Dutch interracial adopted infants and the nonadopted American infants. No significant difference in quality of attachment between the adopted infants in families with an adopted infant only and infants in families that also had biological children was found for the Dutch samples. In the American sample only 42 percent of the adopted children were securely attached, compared to 74 percent of the nonadopted children. No significant differences in attachment security between adopted and nonadopted infants in the Dutch sample were found. (MM)

ED 357 885

PS 021 457

Altschuler, Deborah Z.; And Others

Keep Your Nits Not Your Nits: A Rational Approach to Head Lice from the National Pediculosis Association. Second Edition.

PUB DATE- Jul 92

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Health; Children; *Communicable Diseases; Elementary Secondary Education; Pesticides; Preschool Education; *Prevention

IDENTIFIERS- *Childhood Illnesses; *Head Lice

This booklet was intended to teach parents about head lice, which are small, wingless, crawling insects that feed on human blood. The booklet briefly discusses: (1) physical characteristics of lice; (2) ways of becoming infested with head lice, such as sharing combs; (3) nits, which are the eggs of lice; (4) the difference between nits and hair debris such as dandruff; (5) the use and dangers of lice-killing insecticide products; (6) additional actions that must be taken, such as washing all bedding and vacuuming rugs, when someone in the family is infested with lice; and (7) the necessity of notifying the child's school and other parents in the neighborhood when parents discover their child is infested with lice. (BC)

ED 357 886

PS 021 490

Burruss, Bette; Fairchild, Nawanna

The Primary School: A Resource Guide for Parents.

PUB DATE- Apr 93

NOTE- 124p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

found in school mediation programs are: (1) say what happened and how you feel without blaming; (2) listen to the other person; (3) say what you want from the other person; (4) think together about possible solutions; and (5) mutually agree to a solution. Two case studies describe the positive results of school mediation programs and illustrate the use of rewards to promote good student behavior. (LP)

ED 357 904

RC 019 133

Jacobson, Michael; Lombard, Robert
Law-Related Education and the Illinois Institute for Public Understanding about the Law.
SPONS. AGENCY- Illinois State Office of the Lieutenant Governor, Springfield.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Citizenship Education; *Distance Education; Educational Resources; Elementary Secondary Education; *Law Related Education; Needs Assessment; Rural Education; *Rural Schools; *Rural Youth; School Districts; Teacher Education

IDENTIFIERS- *Illinois; Illinois Institute for Public Understanding Law

This report examines the development of law-related education (LRE), discusses the extent of its implementation in rural Illinois, and describes the efforts made by the Illinois Institute for Public Understanding About the Law (IIPUAL) in bringing LRE to rural schools. The goals of LRE are to provide students with an understanding of the law and legal processes and to improve their citizenship skills by equipping them with knowledge of both their rights and responsibilities. Concerns about providing LRE in rural schools include geographic location and the inability of rural schools to pay for the programs. Nevertheless, rural youth have as many or more problems than urban youth and could benefit as much as urban youth from LRE. A survey conducted by the IIPUAL confirms the low status of LRE in rural schools. Administrators consistently commented that, if given the opportunity, their districts would make LRE a part of their curriculum. Other activities of the IIPUAL include establishing a library of LRE instructional materials available for loan to rural schools; implementation of satellite programming and seminars; and partnerships between Western Illinois University and rural schools in program implementation and teacher training. This report concludes that LRE programs contribute to the prevention of delinquent behavior in young people and help decrease recidivism rates for those already in juvenile detention. (LP)

ED 357 905

RC 019 134

Romo, Harriet
Mexican Immigrants in High Schools: Meeting Their Needs. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

observation of problems and issues, allowing the team to reach a common understanding prior to decision making. Video is an inservice tool for presenting information to staff at a fraction of the cost of a formal inservice program. Teacher applicants may send video resumes, complete with demonstrations of teaching effectiveness, or may have a long-distance interview via interactive video. From an instructional point of view, video provides students with another medium to express competency in a given subject area. A student anti-drug advocacy group has used video to inform classmates about problems associated with misuse of alcohol. Administrators have used "hidden" videos to confront students about smoking behavior. (SV)

ED 357 923

RC 019 183

Owens, Mitchell V., Comp.; And Others
Bibliography of Health Issues Affecting North American Indians, Eskimos, and Aleuts: 1950-1988.

PUB DATE- 90

NOTE- 275p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Alaska Natives; *American Indian Education;
*American Indians; Canada Natives; Delivery Systems; *Diseases;
Elementary Secondary Education; *Health; Health Education;
Health Programs; Health Services; Higher Education; Medical
Education; *Medicine; Nutrition

IDENTIFIERS- Native Americans

This bibliography of 2,414 journal articles provides health professionals and others with quick references on health and related issues of American Indians and Alaska Natives. The citations cover articles published in U.S. and Canadian medical and health-related journals between 1950 and 1988. Five sections deal with major health categories and are divided into further subcategories. The first section, "Social and Cross-Cultural Aspects of Health and Disease," covers traditional health practices; archeology, demography, and anthropology; food, nutrition, and related disorders; pregnancy, family planning, and related problems; health and disease in infancy and childhood; aging (including geriatric programs); and psychology and acculturation. The next section, "Health, Health Education, and Health Care Delivery" includes general aspects of health and disease, health and dental care delivery, Indian Health Service, education and training of health care professionals, alcohol prevention and treatment programs, and education (particularly health education and special education). The "Genetics and Metabolism" section covers metabolism, serology, blood and blood groups, dentition, congenital anomalies, and HLA-antigens. The section on "Infectious Diseases" covers the gastrointestinal tract, parasitic infestations, liver and gallbladder infections, tuberculosis, the genito-urinary tract, respiratory infections, and ear and dental problems. Finally, topics in the last section, "Noninfectious and Chronic Health Problems," concern diabetes, hypertension and heart disease, alcoholism and substance abuse, mental health problems, intentional and unintentional injuries (including suicide), neoplasms, obesity, musculoskeletal diseases and disorders, child abuse and neglect, ophthalmology, and ear diseases and hearing disorders. An author index is included. (SV)

ED 357 924

RC 019 184

the process, the development of group problem-solving skills, and the desire to reduce stereotyping. Program follow-up and evaluation components were not well documented. Recommendations stress the importance of program evaluation. (KS)

ED 357 942

RC 019 203

Stremba, Bob
Passages: Helping College Students Matriculate through Outdoor Adventure.

PUB DATE- 89

NOTE- 11p.; In: Life Beyond Walls: Proceedings of the 1988 National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adventure Education; Camping; *College Freshmen; Higher Education; *Outdoor Education; *School Orientation

IDENTIFIERS- *Freshman Orientation; *University of Puget Sound WA

Since 1985, freshman entering the University of Puget Sound in Tacoma, Washington, have embarked on a 3-day outdoor adventure program as part of their orientation experience prior to their first semester. Most of the 700-800 freshmen entering the university participate in the program titled "Passages." While half of the group is on Passages, the other half remains on campus, engaged in academic advising, registration, and a seminar on writing, reading, and critical thinking. Then the groups switch. About 20 percent of the students choose to go backpacking, while the remaining students select a base-camp experience for their Passages experience. Upperclassmen that serve as Passages leaders receive leadership training for 3 months. Training sessions cover the goals of the program, how to lead group discussions and handle various problems, conservation and environmental ethics, first aid, and CPR. Freshmen evaluations of the program indicate that the experience increases self-sufficiency and helps develop a sense of community among the students. There has been a significantly higher rate of freshman-to-sophomore retention and a lower rate of academic probation at the end of the freshman year since Passages began, compared to previous years. The program also has a significant positive impact on student leaders. An appendix outlines program activities. (KS)

ED 357 943

RC 019 205

Fresno State Language Immersion Program 1992. Participant Profiles.

SPONS. AGENCY- Private Industry Council, Fresno, CA.

PUB DATE- 14 Aug 92

NOTE- 104p.; Introductory material by Raul Z. Mareno.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Historical Materials (060), Non-print Media (100)

DESCRIPTORS- *College Attendance; College Students; *Educational Attainment; Elementary Secondary Education; English (Second Language); Higher Education; *Migrant Education; Migrant Programs; *Migrant Youth; *Personal Narratives; *Second Language Programs

IDENTIFIERS- *California State University Fresno

The Language Immersion Program took place during the summer of 1992 with migrant farmworker students who were attending

(4) "The Environmental Curriculum: An Undergraduate Land-Grant Future?" (John C. Gordon); (5) "Environment and Ecology: Greening the Curriculum, A Public Policy Perspective" (James R. Moseley); (6) "The Inherent Value of the College Core Curriculum" (Lynne V. Cheney); (7) "General Education and the New Curriculum" (Gary E. Miller); (8) "Agriculture: A System, a Science, or a Commodity?" (Norman R. Scott and Brian F. Chabot); (9) "Educating a Culturally Diverse Professional Work Force for the Agricultural, Food, and Natural Resource System" (William P. Hytche); (10) "Scientific Literacy: The Enemy Is Us" (Robert M. Hazen); (11) "The Priority: Undergraduate Professional Education" (Joseph E. Kunsman, Jr.); (12) "Positioning Undergraduate Professional Education as the Priority" (C. Eugene Allen); (13) "Science, Technology, and the Public" (Peter Spotts); (14) "A Challenge, A Charge, and a Commitment" (Karl G. Brandt). Part II of the proceedings presents reports of the 14 conference discussions on such topics as: teaching and research; including agriculture in K-12 education; cultural diversity; designing an environmentally responsible undergraduate curriculum; curriculum innovation; teaching science as inquiry; emphasizing the social sciences and humanities; teaching agricultural science as a system; and various contexts of agriculture (social and ethical, economic, and global). Appendices list program participants and poster exhibit titles and presenters. (MDH)

ED 357 962

SE 053 209

Ziervogel, A., Comp.; Lewy, A., Ed.

The Shell Science Centre Curriculum Extension Programme 1987-1989.

PUB DATE- 92

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attendance; Attendance Patterns; Curriculum Development; Dropout Characteristics; English Instruction; Foreign Countries; High Schools; *High School Students; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Physical Sciences; Program Descriptions; *Program Evaluation; Science Education; *Science Instruction; Student Attrition; Tables (Data); *Tutorial Programs; Tutoring; Writing (Composition)

IDENTIFIERS- Shell Science Centre (South Africa); *South Africa

The curriculum extension program (CEP) of the Shell Science Centre provided group tutoring to small groups of secondary school pupils using qualified teachers. This evaluation report presents articles discussing various aspects of the program and its effectiveness. The first article by A. Ziervogel provides a review of the program. The following three articles discuss the tutoring activities in the three subject areas: physical science (P. Hobden), mathematics (P. Ntenza), and English (A. Ziervogel). A second cluster of six articles summarizes: (1) results of a mathematics test administered to program participants and non-participants (P. Ntenza); (2) results of a review test in the physical sciences to improve program quality (P. Hobden); (3) school based curriculum development using pupil writing as a starting point (A. Ziervogel); (4) findings of a statistical analysis of attendance records to examine attrition, absenteeism, and early dropouts (A. Lewy, A. Ziervogel, and P. Botha); (5) profiles of tutors and students in the program (C. Scott); and (6) matriculation results of CEP participants in comparison with non-participants (A. Lewy and P. Hobden). The final article by P. Botha looks ahead to the

Vann, Barbara H.; Ryu, Jai P.
Recent Population Growth and Change among Asian-Americans.
PUB DATE- 91

NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (62nd, Arlington, VA, April 3-5, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Asian Americans; *Demography; *Ethnic Groups;
*Ethnic Relations; *Immigrants; *Population Trends; Social
Science Research; United States History

IDENTIFIERS- *Census 1990

Data from the 1990 Census and recent Current Population Survey reports are used to describe population change among Asian-Americans. Comparisons are made between Asian-Americans and the general non-Asian population and among Asian-Americans, focusing on four subgroups: Chinese, Filipinos, Japanese, and Koreans. Specific features examined in comparing Asian-American groups include: (1) immigration history; (2) demographic characteristics; and (3) explanations of adjustment to U.S. culture. Implications of the growth of Asian-American communities for future racial and ethnic relations in the United States are explored, for example, the relationship between Asian immigrants in the inner cities and inner city residents of longer standing. Six tables are attached. (Contains 20 references.) (Author/LBG)

Borries, Bodo von; Lehmann, Rainer H.
Comparing Empirically Historical Awareness in East and West Germany.

PUB DATE- 92

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; *Cognitive Development; Cross Cultural Studies; Elementary School Students; Foreign Countries; Grade 6; Grade 9; Grade 12; *History; Intermediate Grades; *Political Socialization; Secondary Education; Secondary School Students; Social Science Research; *Student Attitudes

IDENTIFIERS- East Germany; *Germany; West Germany; *World Views

A study compared the historical awareness of 2,000 East and West German children in the sixth, ninth, and twelfth grades.

Because of differing school systems and the general design of the study, researchers analyzed ninth grade data. The study was conducted during the disintegration and reunification of Germany. Students from the two regions viewed some historical eras much differently. For instance, East Germans were more likely to view Martin Luther as a liberator who paved the way for the Age of Enlightenment, but were also more likely to condemn the European settlement of North America. West Germans were ambivalent about the French Revolution, which the Eastern students viewed sympathetically. Among the students of the German Democratic Republic, Nazism was associated with public order and work for all, while their counterparts in the Federal Republic emphasized the extermination of the Jews and the destruction of warfare. East German students seemed somewhat

Te Young). (LBG)

ED 358 004

SO 022 996

Grant, Linda; Ward, Kathryn B.

Mentoring, Gender, and Publication among Social, Natural, and Physical Scientists. Final Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Research; Equal Opportunities (Jobs); *Females; Higher Education; *Mentors; *Professional Development; Scientists; Sex Bias; *Sex Differences; Sex Discrimination; Social Scientists

Research has identified mentoring as a critical factor in the entry and survival of women and minorities in the social, natural, and physical sciences where they are underrepresented. Much research and many change-oriented programs in higher education have assumed that the presence of mentors is sufficient to ensure equitable access to scientific careers for women and minorities. Few research studies have explored in depth the processes involved in mentoring relationships for women and men, the effectiveness of these relationships from the perspective of proteges, the relationship of mentoring experiences to career productivity, or the links between one's experience as a protege and later mentoring activities as a senior scholar. This study addresses these issues using questionnaire data gathered from a nationally representative sample (N=400) of female and male scholars in three disciplines- sociology, chemistry and biochemistry, and physics and astronomy. Overall, analyses of the data implies that women and men appear to do equally well in terms of productivity over the career cycle. Although women have slightly less effective relationships with mentors, collaborate with them, and work less with eminent mentors in some disciplines, these factors do not appear to handicap them in long-term productivity. However, several cautions are raised about the findings, which are suggested as issues that require further study. (Contains 37 references and 7 tables of statistical data.) (DB)

ED 358 005

SO 023 001

Makedon, Alexander

Sociological and Cultural Foundations of American Public Education: The Cultural Basis of Sociological Facts. An Introductory Essay.

PUB DATE- 90

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reference Materials - Bibliographies (131)

DESCRIPTORS- Cultural Influences; Educational Principles; Educational Research; *Educational Sociology; Educational Theories; Elementary Secondary Education; *Foundations of Education; Higher Education; *Public Schools; Research Methodology; Scientific Methodology; *Social Science Research; Social Sciences; Social Scientists; *Social Theories; *Sociology; Undergraduate Study
How objective are the research methods of sociologists? Is the

study of sexual orientation, and the study of gender differences all illustrate how biases and assumptions have led scientists to misinterpret or even falsify data. (Author)

ED 358 028

SO 023 134

VanSledright, Bruce A.; And Others

Fifth-Graders' Ideas about the American Revolution Expressed before and after Studying It within a U.S. History Course. Elementary Subjects Center Series No. 81.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; Elementary School Students; *Grade 5; *History Instruction; Intermediate Grades; Knowledge Level; *Revolutionary War (United States); *Student Attitudes; United States History

This report is one of a series on how curriculum unit experiences in U.S. history influenced the learning of fifth-grade students. This report focuses on the American Revolution period. Before the unit began, three classes of fifth graders stated what they knew (or thought they knew) about the events leading up to the Revolutionary War, the War itself, and what occurred in the new nation as it began the process of governing itself. In general, students knew very little about this period as they approached their study of it. After the unit, most of the students were much better informed and seemed to have a reasonably good understanding of the events and the historical context in question. They also demonstrated some understanding of circumstances that may have contributed to the Revolutionary War. However, most students appeared to lack an appreciation of different interpretive positions on the issues that surrounded the birth of the United States. They also were limited in their understanding of how the new nation began the process of self-government. (Author)

ED 358 029

SO 023 135

Roth, Kathleen J.; And Others

Many Voices: Learning to Teach Social Studies. Elementary Subject Series No. 86.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Course Content; Educational Research; Elementary Education; Elementary School Teachers; Higher Education; *Social Studies; *Teacher Education; *Teacher Education Curriculum; *Teaching Experience; Teaching Methods; Undergraduate Study

Teaching a methods class for prospective teachers has traditionally been a solitary venture. The teacher educator plans and teaches the course and evaluates the learning of the students typically without any involvement by classroom teachers, who may even feel that the teacher education course is not relevant to real classrooms. This paper describes an attempt to challenge this paradigm and to experiment with a

Teacher Examination (NTE), National Council for the Accreditation of Teacher Education, and individual states. It cites evidence that teacher education program content is related to performance on the NTE core battery. It points out that selective entry into teacher education programs can dramatically change the students' performance on exit exams. It notes that alternative teacher certification routes are generally available, but are heavily tied to individual state standards. A General Education Core is then presented, based upon a 67-hour content that is recommended for completion early in the student's college experience. The General Education Core covers: reasoning and communication skills (15 credit hours), social and behavioral sciences (15 credit hours), humanities and fine arts (12 credit hours), science (16 credit hours), and wellness (9 credit hours). (Contains 19 references.) (JDD)

Ed 358 047

SP 034 466

Lay, Nancy
Sport and Religion: An Unholy Alliance.

PUB DATE- 93

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Adults; *Athletics; *Integrated Activities;
Philosophy; *Religion; *Sport Psychology

IDENTIFIERS- United States

This paper points out the affinity of two basic elements of human existence--religion and sport--and then attempts to explain why they should be separate. It addresses the nature of religion, religion in America, the nature of sport, sport as religion, and reasons for the incompatibility of sport and religion. Similarities between sport and religion are listed, and the writings of several authors whose athletic experiences have had religious overtones are cited. Reasons for the incompatibility of sport and religion are then presented, including: (1) the essence of religion is selflessness and the essence of sport is selfishness; (2) treating God as some kind of supercoach demeans both religion and sport; (3) many athletes are practicing magic rather than religion; (4) athletes on praying teams are pressured to conform to team behavior, thus violating their religious freedom; and (5) some religious organizations for athletes represent the religious right, which often fosters authoritarianism and intolerance. (Contains 48 references.) (JDD)

Ed 358 048

SP 034 476

Holser, Mary Ann
Evaluation of a Work-Site Health-Promotion Program Emphasizing
Leisure Awareness within a Navy Command. Executive Summary.

PUB DATE- 90

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; At Risk Persons; Drinking; *Health
Promotion; Intervention; Leisure Education; *Military
Personnel; *Physical Fitness; Prevention; *Program
Effectiveness; Program Evaluation; Recreational Activities;
*Substance Abuse; Work Environment

IDENTIFIERS- *Life Enhancement Afloat Ashore Program; *Navy

Project DARE (Drug Abuse Resistance Education), a program developed by the Los Angeles Police Department and the Los Angeles Unified School District. Through a planned curriculum, uniformed law enforcement officers present information to fifth- and sixth-grade students on substance abuse, resistance to peer pressure, decision making skills, and alternatives to substance abuse. The officers, trained in presentation and questioning techniques, are skilled in cognitive strategy techniques and use of various information processing strategies to enhance lessons. The research accompanied two DARE officers employed by the City of Knoxville Police Department in Knoxville, Tennessee. Qualitative logs were kept on the officers' classroom dialogues for 3 months in six Knox County (Tennessee) elementary schools. Categories of information processing strategies, such as exemplars and advance organizers, were noted. Findings indicated: favorable student perceptions; better student comprehension of information due to the quality of the officers' presentations; a successful program because it is taught by uniformed police officers; and positive relationships that developed between students and officers. An information processing model being utilized by DARE officers in addition to the planned curriculum is appended. (LL)

ED 358 066

SP 034 527

Villas, Paul
Health Risk Surveillance and Health Promotion in a Predominantly Female Border Workforce.

PUB DATE- 92

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Epidemiology; Feasibility Studies; *Females; Foreign Countries; Futures (of Society); Health Education; Health Programs; *Health Promotion; Mortality Rate; Public Health; *Risk; *Substance Abuse; Work Environment; Young Adults

IDENTIFIERS- Causal Influences; Mexico; *Mexico United States Border

This paper looks at the feasibility of investigating how health risk behaviors established during youth contribute to the leading causes of morbidity and mortality in a young workforce. The population of interest consists of Mexican women living and working on the Mexican side of the United States-Mexico border. Proposed goals would (1) establish an epidemiological surveillance system to monitor the prevalence of youthful risk behaviors that most affect health, and (2) implement the PRECEDE-PROCEED Model, a worksite health promotion program for health planning and evaluation. Surveillance data collected from identifiable health risk behaviors would be used to determine and recommend public health needs as well as worksite health promotion action; to evaluate existing programs; and to implement new strategies. Concern about health determinants and possible solutions on the Mexican side of the border interrelate with the United States in that what affects one side of the border affects the other. Studying a youth population is significant because of its future impact on society; studying females is important because of the woman's role as family manager, educator, carrier of tradition, and bearer of children. (Contains 11 references.) (Author/LL)

NOTE- 29p.; In: Daly, John P. and Daly, Margaret H., Eds. Work
Papers of the Summer Institute of Linguistics, University of
North Dakota Session, Volume 24; see FL 021 158.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adjectives; *African Languages; Foreign Countries;

*Grammar; *Phonology; *Structural Analysis (Linguistics);

*Syntax; Uncommonly Taught Languages; Verbs; Vowels

IDENTIFIERS- *Africa

This report is an overview of some of the common features of African languages. It is difficult to present a concise and comprehensive summary of the features that are likely to be found in a group of languages as large and as totally unrelated as are the one to two thousand languages found on the continent of Africa. Therefore, representative languages from around the continent have been chosen for discussion and a brief description. The discussion focuses on phonological features including vowel harmony and elision as well as tone and on grammatical features including adjectives and multiple verb constructions. A map is provided to show the approximate locations of the languages discussed, and a diagram of the different language families is appended. (VWL)

ED 357 616

FL 021 165

Peyton, Joy Kreeft; And Others

Teaming with Text: Computer Networks To Develop Deaf Students'
English Literacy.

PUB DATE- 93

NOTE- 147p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks;

*Deafness; Elementary Education; Elementary School Students;

*English; Interaction; *Literacy; Program Descriptions; Program
Implementation; *Written Language

IDENTIFIERS- Clinite Center for the Hearing Impaired CA;

*Electronic Networks for Interaction; Kendall Demonstration
Elementary School DC

This report discusses the implementation of Electronic Networks for Interaction (ENFI) at Kendall Demonstration Elementary School at Gallaudet University in Washington, D.C., and William D. Clinite Center for the Hearing Impaired in Tulare, California. ENFI was developed to help improve deaf students' written English. The report will be useful to teachers and program administrators who desire to use computer networks and interactive writing to develop the English literacy of deaf students. Chapters include the following: "Introduction: The Concept Behind Teaming with Text" (Trent Batson, Linda Delk); "ENFI in the Classroom: What It Looks Like, How It Works, the Challenges It Poses" (Joy Kreeft Peyton); "Project Goals and Methods" (Joy Kreeft Peyton); "ENFI as Part of a Whole Language Program" (Martha French); "ENFI Activities at Kendall" (Joy Kreeft Peyton, Anne Marie Baer); "Factors that Can Influence the Quality of Network Discourse" (Joy Kreeft Peyton, Martha French); "Interactional Scaffolding in Network Conversations" (Joy Kreeft Peyton, Martha French); "Student Development" (Joy Kreeft Peyton with Heather Jilao, Leslie Brewer); "Institutionalizing ENFI at Kendall School" (Judy Lenard); "Implementing ENFI at Clinite" (Antonina Cardinali); and "Disseminating ENFI beyond Kendall and Clinite" (Margaret

San Diego, for her contributions to Yuman studies, this volume of occasional papers contains papers presented at two conferences on Hokan-Penutian languages. The papers and presenters are as follows: "Yuman Linguistics: The Work of Margaret Langdon" (Leanne Hinton), which is both a narrative of Margaret Langdon's career and a comprehensive list of her publications; "John P. Harrington's Phonetic Representations of Obispeno Chumash Palatal Consonants" (Kathryn A. Klar); "The Vocabularies of Scouler, Tolmie and Coulter: A Reappraisal" (Anthony P. Grant); "Descent of Lake Miwok" (Catherine A. Callaghan); "Maiduan Noun Phrase Structure" (Eric J. Bakovic); "An Early Diegueño Wordlist" (Margaret Langdon); "-k and -m in Yuma Narrative Texts" (Amy Miller); "Statives in Walapai" (James E. Redden); "Vowel Length in Yavapai Revisited" (Kimberly Diane Thomas); and "Comparatives in Yuman Languages" (Pamela Munro). Contains approximately 125 references. (LB)

ED 357 636

FL 021 223

Osborne, Andrea G.
Reexamining Memorization.
PUB DATE- 8 Mar 93

NOTE- 11p.; Paper presented at the Annual Conference of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March, 1990).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English (Second Language); *Learning Strategies; *Memorization; *Second Language Instruction; *Second Language Learning; Teacher Attitudes; *Teaching Methods

Before introducing innovations in the classroom as an alternative to memorization, teachers of English as a Second Language (ESL) need to consider students' existing preferences as part of a general appreciation for students' culture. In terms of perceived worth to students, memorization is tangible and requires practice that may eventually provide students with feelings of accomplishment. Memorization may also provide esthetic pleasure for some students. Perhaps ESL teachers could capitalize on this side effect of memorization in their literature classes. The Grammar Translation Method and the Audiolingual Method may demonstrate the limitations of memorization as a strategy for learning a second language. However, when students are expected to learn about cultures associated with their second language, memorization of certain information to be recalled frequently may be an acceptable tool. Teachers should not limit their methods and materials solely to those reflective of their own culturally bound attitudes, but rather, respond to students' desire to memorize with understanding. (JP)

ED 357 637

FL 021 237

Reyes-Bonilla, Maria A.; Carrasquillo, Angela L.
The Development of English Oral Communication in Learning Disabled Spanish Speaking Students in Puerto Rico.

PUB DATE- 26 Apr 93

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Audiolingual Methods; Elementary Education;

Walsh, Kathleen, Comp.; Kienholz, Philip, Comp.
Annotated Bibliography of Manitoba Literacy Products.

PUB DATE- Apr 91

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adult Literacy; Annotated Bibliographies; Foreign Countries; *Literacy Education; *Reading Skills; *Spelling Instruction; Writing Instruction

IDENTIFIERS- Manitoba

This bibliography is a listing of literacy learning materials (137 items), curricula documents (6 items), reference documents (19 items), and resource materials (16 items). All were developed in Manitoba (Canada). Ordering information and a list of abbreviations and acronyms are included. The bibliography was compiled for the National Literacy Secretariat, Citizenship Sector, Multiculturalism and Citizenship, Department of the Secretary of State of Canada. (KM)

ED 357 661

FL 800 614

State Legalization Impact Assistance Grant Program. FY 1989

Report to Congress.

PUB DATE- Dec 91

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Basic Education; Citizenship Education; Cost Effectiveness; Elementary Secondary Education; *English (Second Language); Equal Opportunities (Jobs); Family Planning; *Federal Aid; Health Care Costs; Health Services; Housing Needs; *Immigrants; Literacy Education; Program Administration; *Program Costs; Public Health; Public Policy; Welfare Services

IDENTIFIERS- *State Legalization Impact Assistance Grants

The State Legalization Impact Assistance Grant (SLIAG) Program, administered by the Administration for Children and Families within the Department of Health and Human Services, provides grants to states to help them pay the costs of providing services to certain aliens legalized under the Immigration Reform and Control Act of 1986 (IRCA). An executive summary introduces the report and includes information on such aspects of the program as management and specific services funded. An overview of the SLIAG program, a profile of legalized aliens, and information on state and local costs by program area (education, public assistance, and health assistance) are provided. The report includes an extensive list of exhibits. In conclusion, the evidence indicates that, except in the area of adult education, SLIAG costs do not represent new service demands on state and local programs. SLIAG dollars provide states and localities with a temporary source of funds to cover costs they would have been incurring, regardless of IRCA. (KM)

ED 357 662

FL 800 645

Watt, David L. E.

Intergenerational Literacy: An Evaluation of Program and Progress. The Latin American Literacy Project Final Evaluation.

PUB DATE- 12 Jul 91

NOTE- 27p.

LANGUAGE- English

sample of nongovernment programs with a look at innovative features of some of the recent ones. Chapter 4 provides a summary of the information provided in the report and suggests issues for further study. An appendix lists institutional lenders in approximate order of total dollars outstanding as of 1987. (JB)

ED 357 682

HE 026 429

Summary of the Symposium of Institutional Lending in the Stafford Loan Program (Washington, D.C., March 13, 1989).

PUB DATE- 13 Mar 89

NOTE- 41p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Banking; Colleges; Educational Finance; Eligibility; Federal Programs; *Federal Regulation; Financial Services; Government School Relationship; Higher Education; *Program Administration; *Public Policy; School Policy; Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Guaranty Agencies; *Institutional Lending; *Stafford Student Loan Program

This publication offers a summary of a symposium designed to elicit dialogue on the costs and benefits of eliminating the restrictions on institutional lending in the Stafford Loan Program. Approximately 100 people, representing postsecondary institutions, commercial lenders, guaranty agencies, secondary markets, loan servicing groups, and Congressional staff, attended the symposium. The format of the symposium consisted of four sessions that focused on: (1) the effects of elimination of current lending criteria on institutions, students, and parents; (2) the effects of elimination of current lending criteria on banks; (3) the effects of such elimination on guaranty agencies, secondary markets and servicing organizations; and (4) alternatives to the elimination of current lending criteria. Recurring topics included access, fragility of the program, administrative complexity, loan servicing, program costs, and profit. Highlights of the discussion included the following points: (1) although students currently have access to Stafford loans, signs of erosion are beginning to appear in educational sectors where default rates are highest; (2) it is likely that institutional lending would exacerbate access problems; (3) the Stafford program is currently under considerable pressure; (4) participants' projections of the number of institutions that would become lenders under relaxed legislative requirements varied; and (5) participants expressed concern about administrative complexity and servicing of the Stafford Loan Program. (JB)

ED 357 683

HE 026 430

Symposium on Information Resources, Services and Programs Proceedings (Austin, Texas, May 24, 1990).

PUB DATE- Aug 90

NOTE- 28p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Access to Education; Colleges; *Economically Disadvantaged; Federal Programs; *Government Role; Government School Relationship; Higher Education; *Information Dissemination; Information Needs; Information Services;

Effects of Course Type on Freshman Learning.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 91

NOTE- 24p.; For related documents, see HE 026 448-451.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Curriculum; *College Freshmen; Comparative Analysis; *Critical Thinking; Curriculum Development; Educational Improvement; Higher Education; *Mathematics Skills; Outcomes of Education; Postsecondary Education; *Reading Skills; *Skill Development; *Thinking Skills; Undergraduate Study

This study considers the effects of course types on reading, mathematics, and critical thinking skill gains for college freshmen. Course groups, arranged hierarchically in three tiers from large groupings down to individual courses, are used as units for analysis. Both Hard Applied and Hard Pure Biglan-paradigm course groups contributed to progress in mathematics, whereas no effects are revealed at the large grouping level for reading or critical thinking. At the second tier, applied science courses and pure humanities courses contributed to reading gain, applied science and pure math and science courses contributed to math gain, and the soft social science courses contributed a significant but negative effect on critical thinking gain. Individual course effects are also reported. The appendix provides responses to a follow-up survey question asking students to indicate their freshman year course taking patterns. Contains 13 references. (Author/GLR)

ED 357 702

HE 026 452

Bensimon, Estela Mara

Feminist Thought as a Source of Critique and Reconceptualization of Multiculturalism in Higher Education.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Jun 92

NOTE- 17p.; Paper presented at the Annual National Conference on Racial and Ethnic Relations in American Higher Education (5th, San Francisco, CA, June 5-9, 1992). For a related document, see HE 026 453.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Colleges; Criticism; Cultural Pluralism; Educational Change; Ethnic Groups; Evaluation; *Feminism; *Higher Education; Minority Groups; *Multicultural Education; *Organizational Change; Universities

IDENTIFIERS- *Diversity Concept

This paper uses feminist theory in exploring multicultural change in academic institutions of higher education. It argues that multiculturalism, while attaining increased acceptance in academic institutions, is actually being shaped to fit into the established organizational parameters without any discomfort to or real change within the organization. Insights are used from feminist thinking to construct a critique of the institutional strategies being used on some college campuses to bring about multicultural organizational change. These insights serve as a focus for examination of current approaches being used in multicultural education in three areas: (1) the trouble with

Sciences; Trend Analysis; *Trustees; Universities
IDENTIFIERS- Trustee Responsibility; *Trustee Role; Trustee
Selection

This report, the result of the reflection and study of a panel of 10 distinguished citizens in various fields, highlights key trends shaping the nation and its institutions into the next century. A summary letter to trustees and leaders outlines the panel's sense of urgency about changes that colleges and universities are not prepared to cope with. The first of the report's three articles, called "The Challenge of Change," argues that the world Americans thought they knew no longer exists due to powerful economic pressures, demographic changes, racial and cultural tensions, scientific advances, and a crisis of values. The next article, "It's 2010: Where Is Your Institution?" looks at how higher education institutions must rethink their roles, responsibilities, and structures in light of the challenges outlined in the previous paper. A final article, called "Leadership for a New Century: Strategic Boardroom Issues," reviews the challenges for governing boards and recommends that the boards create early warning systems to develop institutional responses, participate in ongoing dialogue with the Association of Governing Boards, and be prepared to address six strategic issues: (1) responding to economic hard times, (2) institutional reshaping for demographic change and cultural tensions, (3) institutional role in directing the nation's aspirations toward science, (4) setting new standards of quality, (5) responding to global interdependence, and (6) responding to the national crisis of values. Appendixes list members of the panel, meetings and special guests, and commissioned papers, and includes a section of acknowledgements. (JB)

ED 357 720

HE 026 475

Matton, Angela; Sedgmore, Lynne
Marketing for College Managers: A Workbook for the Effective
Integration of Marketing into College Planning.

PUB DATE- 92

NOTE- 142p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Administrator Role; College Administration; College
Faculty; *College Planning; *Colleges; Higher Education;
Institutional Advancement; *Marketing; Self Evaluation
(Groups); Strategic Planning; Teacher Role

IDENTIFIERS- College Image; Management Practices; *Marketing
Plans; Marketing Strategies

This workbook provides a practical approach to establishing and implementing a corporate marketing strategy within an educational environment and integrates this into the traditional college planning process. Organized in three stand-alone sections, the workbook examines the marketing challenge from three different management perspectives and levels. The first section looks at the senior management team and focuses on enabling and empowering marketing initiatives by covering self-assessment, the concept and implications of marketing, the benefits, strategic level planning, and the parameters of a marketing function. The target group of the second section is the college marketing team and deals with analysis, planning and control of marketing through review of the marketing

"Electronic Publishing Developments and Opportunities from OCLC" (Janet Mitchell); (4) "Science Citation Index Print and CD--The Best of Both Worlds from ISI" (Heather Taylor); (5) "The Forgiving Building Revisited" (Anders C. Dahlgren); (6) "How Will CD-ROM Affect the Cooperation within Library Networks?" (Hans-Albrecht Koch); (7) "Beyond Online? Interactive Public Access to Library Files via CD-ROM" (Heiner Schnelling); (8) "Electronic Library? The Consequences of Micros on Data Processing Systems in Libraries in the Age of CD-ROM" (Karl Wilhelm Neubauer); (9) "The Impact of CD-ROM on Library Operations: To Buy or To Make--One Library's Experience Producing a Catalogue on CD-ROM" (Ellen M. Pearson); (10) "ADONIS--The Strategic Needs of Publishers" (David J. Brown); (11) "ADONIS--From Myth to Reality" (J. Andrew Braid); (12) "The ADONIS-Project: First Experiences in the Central Library of Medicine, Cologne" (Ulrich Korwitz); (13) "The Future of CD-ROMs for Full Text of Journals" (Maurice B. Line); (14) "Dutch Reference Databases (NRB)" (J. Martin Feijen); (15) "The Deutsche Bibliographie and CD-ROM" (Kurt Nowak); (16) "CD-ROM for National Bibliographies: A European Project" (Robert L. Smith); and (17) "Two Major British Catalogues on CD-ROM" (Sir Charles Chadwyck-Healey). The seminar agenda, a list of participants, and a list of participating vendors preface the collection. (KRN)

ED 357 738

IR 054 424

Rutimann, Hans

The International Project. 1992 Update. Including "Microfilming Projects Abroad."

PUB DATE- Jan 93

NOTE- 25p.; For a related report, see ED 314 091.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bibliographic Databases; Books; Cataloging; Foreign Countries; Futures (of Society); Information Technology; *International Cooperation; *International Programs; Library Cooperation; Library Services; *Microforms; National Libraries; Paper (Material); *Preservation; Standards; Technological Advancement

IDENTIFIERS- Europe; Paper Deacidification

This publication describes national and international book preservation programs, including: (1) the European Register of Microform Masters (EROMM), a cooperative effort in which the Commission on Preservation and Access is a partner; (2) national preservation programs in Germany, France, Ireland, Britain, Netherlands, Sweden, China, and Central American countries; (3) mass deacidification programs, including the Library of Congress action plan; (4) new technologies pertinent to preservation programs; (5) microfilming projects abroad; and (6) future preservation priorities, including a statement from UNESCO on the need for an international program and a report on progress in developing a permanent paper standard. The centerpiece of the publication is a description of microfilming projects reported by national libraries in 30 countries: Algeria, Australia, Austria, Brazil, Brunei, Canada, Chile, China, Denmark, Egypt, Finland, France, Germany, Great Britain, Hungary, Ireland, Israel, Japan, Liechtenstein, Philippines, Poland, Singapore, South Africa, Spain, Sweden, Switzerland, Syria, Taiwan, Tunisia, and Venezuela. The description is based on a questionnaire that solicited information on microfilm masters, the existence of a central source of information about

for LMSs and/or teachers? and (5) What can be done at the district level to enhance the use of online searching for the students? Overall, the report reveals that LMSs had a positive attitude toward online searching. Responses to the questionnaire, however, indicate improvements are needed in training LMSs and teachers in online service usage. The CLASSMATE Online Searching questionnaire and cover letter are appended. (GLR)

ED 357 759

IR 054 567

Libraries: Key to Democracy. The Governor's Conference on the Future of Libraries (Las Vegas, Nevada, May 9-11, 1990).

PUB DATE- 91

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Conferences; Democracy; Futures (of Society); *Librarian Attitudes; Library Automation; *Library Planning; Library Role; Library Services; Literacy; *Long Range Planning; Policy Formation; Productivity; *Public Opinion; Questionnaires; School Libraries; *State Libraries; State Surveys

IDENTIFIERS- *Nevada; Professional Image

This report discusses the recent Governor's Conference, as well as the activities of Nevada's library community in addressing the national conference theme of literacy, productivity, and democracy in library and information services. Briefly highlighted are the discussion papers presented at the conference; the forums that addressed key library issues; and the results of a questionnaire sent to 21,000 citizens assessing public attitudes, preferences, opinions, and behavior toward Nevada's libraries. "Speakouts on Libraries," old-fashioned town meetings of Nevada citizens during which participants were urged to express their ideas, concerns, and interests about the future of Nevada's libraries, are also described. Proposed topics for the Governor's Conference are listed; and strategies for the year 2000 presented during the conference in order to help management personnel, librarians, political leaders, and citizens adapt to change brought about by technological innovations and the economy are summarized. Finally, the report provides the resolutions adopted during the conference on the following topics: library staffing, continuing education for library staff, interlibrary cooperation, resource sharing, technology, information access, library image, the role of libraries in building business partnerships, the role of libraries as cultural centers, the role of libraries in the educational process, services to special populations, literacy, school libraries, and funding. (GLR)

ED 357 760

IR 054 569

Harton, Jack H.

Reference Librarian Orientation/Training Program, Old Dominion University, Norfolk, VA.

PUB DATE- Mar 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

appropriateness of the recommended course placement in English as a Second Language (ESL), basic English, and basic math. A 10-question student survey and a 6-question faculty survey were distributed in class for each of 57 course sections studied. Results of the study included: (1) overall, there was very little difference between student and faculty perceptions of the appropriateness of course placement in basic skills English; (2) no significant differences were found by ethnicity, gender, or disability in any of the courses; (3) a significantly higher percentage of students under the age of 20 thought they should have been placed in higher level basic skills English courses than did those from other age groups; (4) overall, 84% of ESL students felt that they had been correctly placed, while the faculty felt that only 63% of the students belonged in their courses; (5) a significantly higher percentage of students under the age of 25 felt that they were incorrectly placed in an ESL course, while nearly all of those 25 and over felt they were correctly placed; (6) overall, there was very little difference between student and faculty perceptions of the appropriateness of placement in basic skills math courses; and (7) a significantly higher percentage of students 25 and older thought that they had been correctly placed in a basic math class compared to those below the age of 25. The survey instruments, a list of classes and course sections, and charts showing the organization of basic level courses are included. (MAB)

Ed 357 778

JC 930 260

College of the Canyons Predictive Validity Studies.

PUB DATE- Jun 93

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; Mathematics Tests; *Predictive Validity; Reading Tests; Research Methodology; *Standardized Tests; *Student Placement; *Test Reliability; Test Use; Two Year Colleges

IDENTIFIERS- College of the Canyons CA

Matriculation regulations in California require that community colleges which adopt standardized placement tests demonstrate that the tests are valid predictors of future course success. A positive correlation of at least .35 between test score and subsequent student performance in a particular course is needed to demonstrate the predictive validity of the test instrument for advisement purposes. In 1993, College of the Canyons (CC) conducted a series of predictive validity studies on 7 of the placement tests used to make placement recommendations into 43 course levels. This collection of brief reports includes CC's predictive validity studies for the 43 course placements, made with use of the following placement tests: (1) the College Board Assessment and Placement Services (APS) for Community Colleges Writing Test; (2) the APS Reading Test; (3) the Combined English Language Skills Assessment (CELSA) Test; (4) the Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test; (5) the MDTP Elementary Algebra Test; (6) the MDTP Intermediate Algebra Test; and (7) the MDTP Pre-Calculus Test. For the APS tests and the CELSA, mid-term instructor perceptions of student ability were used as the sole measure of student success. For the MDTP tests, final course grades were used to measure student success. Each of the reports presents data, discussion, and conclusions. Memoranda relating to the predictive validity studies are appended. (PAA)

NOTE- 24p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Faculty Development; *Inservice Teacher Education; Instructional Improvement; Program Descriptions; Program Implementation; *Teacher Improvement; Teacher Workshops; Two Year Colleges; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package provides descriptions of successful staff development programs in place in the California Community Colleges (CCC) and discusses key elements and common obstacles to implementing such programs. Following a brief introduction, the report describes three staff development programs in place in the CCC: (1) Promoting Access to Vocational Education, a cooperative program at 12 colleges training facilitators to design outreach and instructional strategies for limited English proficient students; (2) Classroom Assessment Techniques, formative, action-oriented activities used in the classroom to make both instructors and students more aware of the learning process, which are disseminated at workshops held at individual colleges; and (3) X-Rated Teachers, developed at Sacramento City College to unite vocational education instructors with other educators in workshops to improve approaches to teaching basic skills. Next, the report reviews successful elements in implementing skills workshops, including conducting needs assessments, being aware of the resources that are available, including faculty in the planning and delivery of workshops, initiating workshops with mandatory attendance, and using follow-up questionnaires to evaluate workshop effectiveness. The final section describes the most common obstacle to implementing development programs (i.e., faculty resistance to changing their teaching and training styles) and offers recommendations. A list of program contact people is included. (BCY)

ED 357 796

JC 930 278

Industry-Education Partnerships: Vocational Education Resource Package.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 25p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Apprenticeships; Community Colleges; *Cooperative Education; Cooperative Programs; Guidelines; *Job Training; Private Financial Support; Program Descriptions; Program Implementation; *School Business Relationship; *Technical Education; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this

Characteristics; Community Colleges; Community Involvement;
Community Surveys; *Educational Attitudes; *Educational Demand;
*Enrollment Influences; Needs Assessment; Population Growth;
Population Trends; Program Effectiveness; Student Behavior;
Student Recruitment; Two Year Colleges
IDENTIFIERS- Piedmont Virginia Community College; *Virginia
(Greene County)

To identify postsecondary educational needs within its rapidly growing service area, factors preventing students from taking classes at the colleges, and services that would encourage students to take classes, Piedmont Virginia Community College (PVCC) surveyed all Greene County households in April 1993. A total of 4,625 surveys were mailed, requesting information on demographics, awareness of and experience with PVCC, and enrollment influences. Study findings, based on a 9.2% response rate (N=425), included the following: (1) survey respondents were older, more highly educated, and more likely to be female and employed than the average county resident; (2) 67.1% of the respondents had taken classes at PVCC, of whom 22.9% were still currently enrolled; (3) 15% of the respondents had graduated from PVCC; (4) 70.4% of the respondents indicated that they had at some time wanted to take a class at PVCC, but were unable to do so; (5) the two major obstacles to taking classes at PVCC were time and location, with "commuting time" as the factor cited by the most respondents (85.2%); and (6) factors that respondents indicated would most likely encourage them to take classes at PVCC were additional off-campus courses (89.2%), additional off-campus locations (84.5%), and more special-interest courses (77.6%). The survey instrument, detailed data tables, and respondents' narrative comments are appended. (PAA)

ED 357 813

JC 930 305

Hazzard, Terry
Programs, Issues, and Concerns Regarding Nontraditional Students
with a Focus on a Model Orientation Session.

PUB DATE- 15 Jun 93

NOTE- 25p.; University Continuing Education paper, Florida State
University, Tallahassee.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Opinions/Personal Viewpoints/Position Papers/Essays
(120), Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Admissions Counseling; Community Colleges; Models;
*Nontraditional Education; *Nontraditional Students; Program
Descriptions; Retraining; School Holding Power; *School
Orientation; Student Adjustment; *Student Characteristics;
Student Recruitment; *Student School Relationship; Two Year
Colleges; Universities

This paper discusses the characteristics of nontraditional student populations, reviews programs of interest, identifies problems and concerns of these students, and provides a model for orientation sessions targeting nontraditional populations. Following a brief introduction, section II discusses the characteristics, retention, and academic performance of nontraditional students, noting that in general they are responsible for themselves and others, view education as one of several competing priorities, see their difference in age and family responsibilities as barriers to attending college, and often perform better academically than traditional students. Section III discusses programs of interest to nontraditional students, including professional retraining, mid-career programs for executives, weekend colleges, and week-long

questions include the employment provisions covered by the act, the population protected, the determination of essential functions of jobs, employers' obligations to provide reasonable accommodations for disabled employees, ways to identify reasonable accommodations, undue hardships for employers, questions employers can ask job applicants, individuals who use drugs illegally, and health and safety issues. The document also provides job descriptions for typical positions in the child care field: (1) director of the child care center; (2) infant, toddler, and school-age child care provider; (3) child care aide; (4) administrative staff member; (5) cook; (6) bus driver; (7) janitor; and (8) volunteer. Each job description includes a statement of the purpose of the job, a list of the job's principal duties and responsibilities, and a list of minimum qualifications for the job. (BC)

ED 357 829

PS 021 183

Groff, Warren H.

Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities through Multi-Technology. Leadership I Formative Evaluation of Cluster 54.

PUB DATE- 93

NOTE- 174p.; For a related document, see ED 352 126.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum Design; *Doctoral Programs; Early Childhood Education; *Educational Technology; Electronic Mail; Higher Education; Human Resources; *Labor Force Development; *Leadership; Program Descriptions; *Telecommunications

IDENTIFIERS- *Technology Utilization

This paper presents a description and formative evaluation of National (Multi-Tech) Cluster III, Nova University's third technology-intensive doctoral program in Child and Youth Studies (CYS) in which formal instruction occurs in clusters, or groups of professionals in different geographic locations who are connected via electronic communications technology. National clusters focus on understanding the basic concepts of leadership theory and research and applying these concepts to problems in a professional context. Following a brief introduction, a description of the preliminary planning for the technology delivery system used in the doctoral program is offered. Program development is discussed, an introduction to the telecommunications used in the program is presented, and the Leadership I course is described. The course uses technological aids, such as electronic classrooms, to explore: (1) societal problems and issues; (2) leadership theory and practice; and (3) organizational, personal, and professional development. The paper concludes with a discussion of a conceptual framework for human resources development, emphasizing the advantages of multi-tech learning. Appendices include copies of instructions and memos to students in National Cluster III; materials from electronic classrooms; and examples of outstanding work by two students (Daniel R. Hayes and Deborah W. Whaley). The students' papers and other materials comprise the bulk of the document. (MH)

ED 357 830

PS 021 200

Shelton, Barbara Payne

Selecting and Developing Internship Sites for Child Development Interns Which Demonstrate Developmentally Appropriate Practices.

areas of identified strength. At-risk students in the intervention classrooms scored higher on the measure of school adjustment than did students in the control classrooms. The results suggest that children's feelings of competence and worth are integrally related to their demonstration of ability in an area of strength. Contains 23 references. (SM)

ED 357 848

PS 021 319

The Relationship between Parent Involvement and Student Achievement: A Review of the Literature.

PUB DATE- Mar 93

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Family Environment; Literature Reviews; *Parent Influence; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Partnerships in Education; *Performance Contracts; School Community Relationship

The forms of parent involvement explored by researchers are varied, ranging from parents' encouragement of their children in the home to intense parent-school partnerships in which parents are involved in every aspect of the educational process. This paper summarizes selected studies of parent involvement which fall within the following three major categories: (1) parent-child relationships in the home; (2) parent training or involvement in performance contracts; and (3) parent-school-community partnerships. The research on parent behaviors and attitudes at home which promote children's learning indicates that parental encouragement of positive attitudes towards education and high expectations for student success have a profoundly positive effect on student achievement. The literature on parent training or involvement in performance contracts focuses on attempts by educators to provide parents with skills they can employ to foster their children's learning process. The studies on parent-school partnership models stress the involvement of parents in decision making and every other aspect of the educational process. The research cited in this review provides evidence that parent involvement is positively related to gains in achievement for students at all levels of income. (Contains 18 references.) (SM)

ED 357 849

PS 021 352

Krapppmann, Lothar; And Others
Peer Relationships of Children in Middle Childhood.

PUB DATE- Mar 93

NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Children; Elementary Education; Elementary School Students; Family Environment; Foreign Countries; *Friendship; *Interpersonal Relationship; *Peer Relationship; Social Cognition; *Social Development; Social Networks; Sociometric Techniques

IDENTIFIERS- Cross Sex Friendship; Germany (Berlin); *Quality of Friendship; Same Sex Friendship; Social Reciprocity

parents must be regarded with suspicion, developmental information obtained from parents in high-risk environments can be accurate and useful in screening infants for developmental delay. (MM)

ED 357 867

PS 021 397

Mortimer, Jeylan T.; And Others

The Effects of Work Intensity on Adolescent Mental Health, Achievement and Behavioral Adjustment: New Evidence from a Prospective Study.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- 26 Mar 93

NOTE- 44p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Adolescent Development; Adolescents; Behavior Problems; Depression (Psychology); Drinking; High Schools; *High School Students; Longitudinal Studies; *Mental Health; Part Time Employment; Self Esteem; Student Behavior; *Student Employment; Work Environment; *Work Experience

IDENTIFIERS- Mastery Motivation

This longitudinal study examined adolescents' mental health, academic achievement, and behavioral adjustment in relation to work intensity during high school. Data were collected from approximately 1,000 adolescents during a 4-year period, beginning in the subjects' freshman year of high school. Self-administered questionnaires were distributed each year; 93 percent participation was maintained over the 4-year period. Mental health variables measured included depressive affect, self-esteem, and mastery orientation; two indicators of school achievement were grade point average and time spent doing homework. Adolescents were considered employed if they were working at least once a week outside their home for pay at the time of each survey. Work intensity was measured by hours of employment per week. Analysis showed that 12th grade students who worked fewer than 20 hours per week had significantly higher grade point averages than students who did not work at all. Only in the senior year did students who worked long hours spend less time on homework. No evidence to support the claim that working long hours fosters smoking or school problem behavior was found. However, there was evidence that as work hours increased, alcohol use also rose. No significant relationships between hours of work, psychological outcomes, and indicators of school involvement were found. (MM)

ED 357 868

PS 021 400

Soman, Laurie A.; And Others

Model of Care for Chemically Dependent Pregnant and Postpartum Women and Their Drug-Exposed Children from Birth to Age Three. California Policy Seminar Technical Assistance Report.

PUB DATE- 92

NOTE- 119p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Childrens Literature; Educational Change; Elementary School Students; *Parent Participation; Parents; *Parent Student Relationship; *Primary Education; *Reading; State Legislation; *Student Evaluation; Teaching Methods

IDENTIFIERS- *Developmentally Appropriate Programs; *Kentucky; State Regulation

This guide provides information and strategies for Kentucky parents to become better partners in the education of their primary school children. Chapter 1 of the guide outlines a typical school day for a primary school student in Kentucky. Chapter 2 explains how children learn and how instruction will change as Kentucky schools move toward greater use of developmentally appropriate practices. Characteristics of a quality primary school learning environment are identified in chapter 3. Chapter 4 reviews the learning goals and outcomes used in Kentucky schools, and explains the assessment of students' abilities in reading, writing, and math. Chapter 5 offers suggestions for parents to participate in their child's education. Suggestions for parents relate to visiting their child's classroom, attending parent-teacher conferences, helping their child with homework, helping their child learn more effectively, and performing volunteer work at school. Chapter 6 discusses parents' reading with their children, and provides lists of children's books. Frequently asked questions about primary schools are answered in chapter 7. Appendices include Kentucky laws on primary school, Kentucky regulations on primary school, and a discussion of the use of television to foster children's school readiness. A glossary of terms commonly used in primary education and a 27-item reference list are provided. (BC)

ED 357 887

PS 021 491

Zigler, Edward; Muenchow, Susan
Head Start: The Inside Story of America's Most Successful Educational Experiment.

PUB DATE- 92

NOTE- 274p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Historical Materials (060)

DESCRIPTORS- At Risk Persons; Child Health; Compensatory Education; *Day Care; *Early Intervention; Educational Policy; Federal Aid; Federal Legislation; Intelligence Quotient; *Parent Participation; *Preschool Education; *Program Development; Program Effectiveness

IDENTIFIERS- Carter Administration; Johnson (Lyndon Baines); Nixon Administration; Office of Child Development; *Project Head Start; Reagan Administration; *Zigler (Edward)

This book describes the history of the Head Start program. Encouraged by Sargent Shriver, director of the Office of Economic Opportunity, in February, 1965, the Head Start Planning Commission presented a proposal for a program to the Johnson administration, which promoted it as a nationwide program to serve half a million poor children. By the time President Nixon took office, two research reports that examined the later school success of Head Start students and that were critical of Head Start were published. However, the Nixon administration continued to support the program, placing it under the Office of Child Development (OCD). Edward Zigler, the first OCD head, worked to improve parent participation in local

Information Analysis Products (071)
DESCRIPTORS- Bilingual Education Programs; Dropout Prevention;
Educational Needs; English (Second Language); High Schools;
*High School Students; *Immigrants; *Limited English Speaking;
*Mexican American Education; Mexican Americans; Mexicans;
School Effectiveness; Second Language Programs; Transitional
Programs

IDENTIFIERS- ERIC Digests; Hispanic American Students

Immigration to the United States from Mexico has a long history and has been increasing in recent years. Immigrant students, especially those who arrive as adolescents and those whose families are migrant agricultural workers, have special educational needs. Mexican immigrant students have varied educational backgrounds, but most need to learn English. Many lack literacy skills in Spanish, or have numerous absences and transfers because of family migration patterns. Secondary schools usually respond to these problems with three types of programs: (1) intensive English for Speakers of Other Languages classes; (2) bilingual programs that teach courses in the native language as students learn English; and (3) newcomer programs that provide transition courses to facilitate students' academic and cultural adjustment. Each of these has its strengths and weaknesses, but quality of instruction in all of them is hampered by students' varying English proficiency and academic skills and by a curriculum that does not parallel the one provided to other students. Many Mexican immigrant students begin working before high school graduation and may need flexible instructional programming and support services to stay in school. The characteristics of schools that effectively meet the needs of Mexican immigrant students are listed. (SV)

ED 357 906

RC 019 135

Lutfiyya, M. Nawal

Integrated Services: A Summary for Rural Educators. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Ancillary School Services; *Community Services;

*Delivery Systems; Elementary Secondary Education; Family

Programs; *Human Services; *Rural Areas; Rural Schools

IDENTIFIERS- Case Management; ERIC Digests; *Integrated Services;

*School Linked Services

"Integrated services" refers to the collaborative delivery of educational, health, and social services for children and families such that families have a single point of entry into the delivery system. In some states, attempts to integrate social service delivery are part of education reform legislation. In Kentucky, schools link the service-delivery system with families and often have service centers located in school buildings. Such school-linked models are based on the assumption that school is often the dominant community institution, particularly in rural areas, and is the most convenient place to identify children in need of services. In West Virginia, community-based Family Resource Networks will provide services to all children and families. Proponents of community-based models argue that a community center provides a neutral nonthreatening location for persons disaffected by schooling and is not tied into the school bureaucracy. Whatever

Wood, Robert W.; And Others
Opinions of Rural South Dakota State Superintendents toward a
Statewide Report Card System.

PUB DATE- 92

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Accountability;

*Administrator Attitudes; *Educational Assessment; Elementary
Secondary Education; Rural Schools; *School Districts; School
Effectiveness; *Standardized Tests; State School District
Relationship; State Surveys; *Superintendents

IDENTIFIERS- *South Dakota

Recently South Dakota initiated a statewide report card system, which publicizes school data such as teacher-student ratios and student scores on the Stanford Achievement Test. A survey of South Dakota superintendents on their opinions about the new system was returned by 178 superintendents (74 percent of total), of whom 57 administered small school districts (under 300 students) and 61 administered medium-sized districts (300-1200 students). Most responses and comments about the reporting system were negative. Over half the superintendents felt that South Dakota should not have a statewide report card system, and 71 percent said that the present system does not address the issues of school credibility and student achievement. Over 60 percent believed that the reporting system would not have positive effects on student achievement over the next 5 years or on parent involvement in the schools. Respondents suggested a wide variety of alternative indicators of school accountability and student achievement, the most frequently mentioned being graduate surveys and follow-up on student success after school. Comments showed strong support for outcome-based education, with outcomes determined locally. However, superintendents felt that the current reporting system was in conflict with outcome-based education, since standardized testing encouraged "teaching to the test." (SV)

ED 357 925

RC 019 186

Blanc, Cristina S.; Chiozzi, Paolo

Children of Migrants and Ethnic Minorities: An Overview and
Conceptual Framework. Innocenti Occasional Papers. The Urban
Child Series, Number 5.

PUB DATE- Sep 92

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Case Studies; Child Health; Demography; Educational
Attainment; Employment; Family Characteristics; Foreign
Countries; Housing; *Immigrants; *Migrant Children; Minority
Groups; *Public Policy; *Social Discrimination; Social
Integration; *Sociocultural Patterns

IDENTIFIERS- *Europe (West)

In Western Europe, internal and international migrations have generated vulnerable populations, notably an increasing number of children and young people of "foreign" parentage. Their problems are not specific to one ethnic group but derive from sociocultural processes and from situations of social relegation. Case studies based on a literature review provide profiles of the situation of migrant families and children in the Netherlands, France, the United Kingdom, and Italy. Each

California State University at Fresno (CSUF) and were enrolled in the University Migrant Services. During the first 3 weeks, the participants produced a video to promote higher education and addressing high school students and farmworking, Spanish-speaking parents. During the remaining 5 weeks, they provided CSUF campus tours and orientations to entering college students and students from Fresno County elementary and high schools. The booklet of participant profiles, accompanied by a videotape, presents personal narratives from 27 Fresno students and 3 language immersion program supervisors. These narratives tell how the individuals have struggled as members of migrant families and as students in the educational system. The videotape, titled "Yes, I Can," portrays Hispanic graduating high school students and Fresno State students discussing college attendance. They discuss issues related to financial aid, green cards, high school course requirements, other entrance requirements, and extracurricular activities. Fresno students introduce the University Migrant Services and suggest ways to make parents more receptive to college attendance. (KS)

ED 357 944

RC 019 216

Outdoor Education Directory: Organizations Involved in Outdoor Experiential Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Adventure Education; *Camping; Elementary Secondary Education; *Environmental Education; *Experiential Learning; Foreign Countries; Higher Education; *International Organizations; *National Organizations; Outdoor Education; Program Descriptions; Resident Camp Programs

IDENTIFIERS- *Wilderness Education

This directory lists organizations actively involved in outdoor experiential education. Outdoor experiential education includes some or all of the following elements: (1) active involvement in solving outdoor problems; (2) verbal reflection following the experience; (3) introduction of a level of stress or challenge in completing the outdoor tasks; and (4) emphasis on group development and dynamics. The 75 entries are categorized as foreign and international organizations, national organizations and associations, regional and statewide organizations, college- and university-based training, and outdoor experiential education centers and camps. Each entry includes name, address, contact person, telephone number, and a brief description, including names of publications. (LP)

ED 357 945

SE 052 433

The Teaching of Science and Technology in an Interdisciplinary Context. Vol. II. Science and Technology Education Document Series 38. Summary of the Pilot Project and Proceedings of the Concluding Consultation (Plovdiv, Bulgaria, May 25-29, 1987).

PUB DATE- 90

NOTE- 91p.; For a related document, see ED 279 518. Some tables and figures will not copy well due to broken/filled print.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

possibility that the Centre will continue to offer the program to secondary school students in the future. (MHD)

ED 357 963

SE 053 221

Griffiths, Alan K.; Barman, Charles R.
A Multinational Study of Secondary School Students' Views of the Nature of Science.

PUB DATE- Apr 92

NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; Cognitive Structures; Concept Formation; Foreign Countries; High Schools; *High School Students; Interviews; *Misconceptions; *Schemata (Cognition); Science Education; Sciences; Scientific Concepts; *Scientific Methodology; *Scientific Principles; Scientists; *Student Attitudes

IDENTIFIERS- Australia; Canada; *Scientific Theories; United States

The substantial interest exhibited in the last decade in the identification of students' misconceptions of a wide range of scientific concepts has not extended to identification of students' misconceptions of the nature of science itself. This study examined the attitudes of 32 secondary school students, each from Canada, the United States, and Australia who had displayed a range of ability and interest in science. Students were administered a common set of interview questions, with provision to allow each individual to elaborate upon his or her responses. Analysis identified a number of conceptions that sometimes varied across countries. Results indicated that: (1) students held two vague views of the nature of science, an environmental view particularly favored by more than half of the Australian students, and a more general view of science in the everyday world; (2) science was mostly seen to be different from other areas of academic interest; (3) the mechanistic "scientific method" was evident in most American students' responses, in a third of the Canadian students' responses, and absent in the Australian Students' responses; (4) three quarters of the students believed that science changes, with some variation due to nationality; (5) more than half the students expressed the general belief that science is inductive; (6) students appeared convinced that scientific knowledge was factual, but became skeptical upon further questioning; (7) most students perceived theories as representing tentativeness; and (8) students say laws are confirmed facts or matured theories. Contains 14 references. (MDH)

ED 357 964

SE 053 225

Core Course Proficiencies: Science.

PUB DATE- Oct 90

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Biology; *Chemistry; Competency Based Education;

superior in cognition and basic value orientation, but appeared less internationalistic and left oriented than West German students. Such comparisons should continue, not only within Germany and not just among students. A planned European study may help define more precisely the cultural background of historical consciousness in Germany. (LBG)

ED 357 983

SO 022 700

Dunn, Seamus; Smith, Alan
Value Education in a Divided Society.

PUB DATE- 89

NOTE- 8p.; Paper presented at a Colloquy of Directors of Educational Research Institutions (Eviceira, Portugal, October 17-20, 1989).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; *Research Projects; *Role of Education; *Values Education

IDENTIFIERS- *Northern Ireland

This paper describes five research projects carried out by the Centre for the Study of Conflicts, of the University of Ulster, Northern Ireland. The projects were concerned with investigations into the role of education in a divided society such as Northern Ireland. The project titles include: Inter School Links; The Philosophy and Practice of Integrated Schools; The Curriculum of Integrated Schools; The Role of Parents and Teachers in Integrated Schools; and Attitudes to Integrated Education. A 17-item resource list of papers on education in the divided society of Northern Ireland is included. (DB)

ED 357 984

SO 022 701

Bergeron, Huguette
School Textbooks: Books Like Any Other?

PUB DATE- 90

NOTE- 6p.; Paper presented at the Workshop for Pedagogical Research into History and Social Sciences--Methodologies for Analyzing School Textbooks (Braunschweig, Germany, September 11-14, 1990).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Comparative Education; *Educational Practices; *Educational Resources; *Educational Trends; Elementary Secondary Education; Foreign Countries; Foreign Culture; Higher Education; *Social Sciences; *Textbooks

IDENTIFIERS- *France

Focusing on three points, this paper looks at social science textbooks in France. First, in France there is no such thing as integrated instruction of history and the social sciences. Second, in France there are no "official" textbooks: they are prepared and published by the private sector. Third, since new textbooks are the result of private sector institutions, there is no institute for assessing textbooks by categorizing them. Trends in the development of social sciences textbooks in France are summarized. For example, with economics and social

scientific method more or less bias-free or truthful than other methods? Even assuming that the scientific method is the best or most truthful method presently available to sociologists, how do researchers know which theory to test? This paper, an introductory essay to a college sociology course, raises these and other questions. It is postulated that one reason why sociologists use the scientific method may be that the culture regards the research results of this method as true and that the scientific method may reflect cultural values and leads to a similar inquiry about the nature of educational principles and methods. How has the culture influenced the view of education? Students are encouraged to cast a critical eye at institutions and cultural beliefs, as well as at the theories and practices that make up their own tools in the trade. Two bibliographies are included: one on the sociological foundations of education, the other on the cultural foundations of education. (DB)

ED 358 006

SO 023 023

Duffy, Terence

Peace Education in a Hostile Environment: The Divided Society of Northern Ireland. Peace Education Miniprints No. 35.

PUB DATE- Nov 92

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Catholics; Educational History;

Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; *Peace;

*Political Influences; *Politics of Education; Protestants;

*Religious Differences

IDENTIFIERS- *Northern Ireland; *Peace Education

This paper explores the issue of peace education in Northern Ireland in its broadest sense. It looks not merely at peace education per se but also at the sectarian context of schooling and at a variety of anti-sectarian initiatives. In recent years there have been several peace education ventures in Northern Ireland reflecting the statutory responsibility of the education and training agencies in the promotion of peace. These efforts have occurred at a variety of levels (none of them mutually exclusive from one another) but the principal venues have been the schools, youth and community agencies, and the higher education and adult education sectors. The schemes pioneered by these diverse organizations have ranged from holiday projects involving groups of Catholic and Protestant children to programs of study on Northern Ireland history and politics to various types of cross-community contact schemes in a variety of institutional and non-institutional settings. A relatively new feature on the scene is the work of the Community Relations Council (CRC) which has programs in the areas of reconciliation and community skills training. The CRC was established in January 1990 as an independent organization (with substantial government funding) and charged with the task of promoting better community relations and the recognition of cultural diversity. In recent years the Department of Education in Northern Ireland has developed the notion of Education for Mutual Understanding as a basic strategy of encouraging appreciation of a divided heritage and community. The possibilities as well as the problems of implementation of many of these ideas are the subject of this paper. (Contains 36 references.) (Author)

collaborative approach to teaching and learning in a social studies methods class. The collaboration included a teacher educator, two classroom teachers, a doctoral student in teacher education, a masters' degree student, and 25 prospective elementary teachers in an alternative teacher education program. The writers of this report worked together in the context of a professional development school in which university and school-based educators collaborate to create exemplary sties for teacher education, K-12 teaching and learning, professional development of educators, and research. These collaborative efforts resulted in a social studies methods course that was strikingly different from the one the teacher educator in the group had previously taught "on her own." There was consensus among the participants that these changes enabled valuable learning experiences for all, teachers and students alike; all were challenged to reconsider their own understandings of powerful social studies concepts and to re-examine what it would take to teach social studies in ways that were more deeply meaningful for students. The collaborative teaching and learning shifted the course from the well-organized and gently thought-provoking course that had previously been taught towards a more provocative and personally meaningful course that enabled transformative changes in participants' views of what it means to teach and learn social studies with understanding. The shifts occurred in the course from Year One to Year Two as a result of the collaboration; and the particular kind of school/university collaboration that enabled these changes are described in this paper. The changes are framed in the context of two theoretical perspectives: a conceptual change perspective and a curricular re-vision perspective. The changes in the course are illustrated through a case description of the course in action with multiple voices contributing to the case description. The voices represent the multiple school- and university-based course instructors as well as the prospective teachers. Each author's voice is heard as she reflects on both her teaching and learning roles in this course. (Author/DB)

ED 358 030

SO 023 136

May, Wanda T.

Making Art at a Glance: A Critique of "Discover Art." Elementary Subjects Center Series No. 90.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 162p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- in which university and school-

DESCRIPTORS- *Art Education; Content Analysis; Elementary Education; *Elementary School Curriculum; Textbook Content; *Textbook Evaluation; Textbook Research; Textbook Standards IDENTIFIERS- *Discover Art (Textbook Series)

This report presents a detailed analysis of "Discover Art," an elementary textbook series by Laura Chapman. The study was guided by a large set of framing questions requiring a detailed examination of the series' goals, rationale, and structure; content selection, organization, and emphasis; the coherence of content explication in the student text; suggestions made to teacher-users about the kinds of teaching, learning, and classroom discourse that should occur; the nature of the activities and assignments provided and/or suggested in the text lessons and ancillary materials; and the purposes and

The Life Enhancement Afloat-Ashore Program (LEAAP) was a comprehensive worksite health program implemented on five U.S. Navy commands. It addressed substance abuse, fitness, life enhancement skills and behaviors, and recreation awareness and opportunity. The program included videotape education sessions at the worksite; command-sponsored health, fitness, and leisure events; health-related print media; and personal feedback from health risk appraisals. Former separate efforts in these areas were integrated at the command level, with leadership and support coming from the commanding officer. The program's effectiveness was evaluated using one experimental surface command and one comparison command not participating in LEAAP. The major impact of LEAAP was the significant reduction of alcohol use--LEAAP command moderate and light drinkers reduced their alcohol consumption. Reports from command leadership and the Regional Fleet Recreation Coordinator indicate that actual implementation of LEAAP accomplished only about 60 percent of the projected program. For example, only 21 of a possible 59 videos were shown, and media materials, contests, and leisure events were not well publicized due to lack of funding and leadership. Support for LEAAP often did not filter down through the ranks. Two appendices, which comprise more than half the paper, present data tables and are excerpted from volumes 1 and 2 of the final report. (JDD)

ED 358 049

SP 034 478

Stoessel-Ross, Lynne
Weightlifting and How Weightlifting Benefits Other Sports.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; Athletics; Motor Development; Movement Education; *Muscular Strength; Olympic Games; Psychomotor Skills; Resources; *Training Methods; Vocabulary; *Weightlifting
This paper begins with a discussion of terminology and of the distinctions between bodybuilding, powerlifting, and weightlifting. Weightlifting is presented as the only weight training-associated sport in the Olympic Games. The overhead movements and bodyweight classes involved in the sport are described, and advantages of free weight training are outlined. The paper emphasizes that training programs designed for bodybuilding, which utilize high repetitions and emphasize isolated muscles/muscle groups, do not replicate natural body movements which entail the sequential and simultaneous recruitment of many muscles. Coaches, trainers, and fitness instructors need to be knowledgeable about weight training in order to design training programs that simulate human movement patterns and contribute to the development of functional strength. An appended list of resources for further information lists a strength-training consultant, two organizations, and three publications. A chart displays a yearly plan of training for resident athletes of the United States Weightlifting Federation, and activities are listed for a typical training week for a female weightlifter in the preparation phase and the competition phase. (JDD)

Stolworthy, Reed L.

A Study of the Knowledge and Competencies Demonstrated by
Preservice Teachers of the Fine Arts.

PUB DATE- Apr 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Art Teachers; Competency Based Teacher Education;
*Cooperating Teachers; Elementary Secondary Education; Fine
Arts; Higher Education; Knowledge Level; *Music Teachers;
Preservice Teacher Education; Self Evaluation (Individuals);
*Student Teacher Evaluation; *Student Teachers; Teaching Skills
IDENTIFIERS- *Pedagogical Content Knowledge; Preservice Teachers;
Washburn University of Topeka KS

This paper reports on two studies conducted at Washburn
University (Kansas) to evaluate the ability of preservice fine
arts teachers to transmit knowledge of subject to students
through the demonstration of teaching competencies. Answers
were sought to the following questions: (1) what were the
perceptions relative to student teachers' knowledge of subject;
and (2) to what extent were teaching competencies demonstrated.
The sample in the first study consisted of student teachers
(N=22) prepared to teach music, and their cooperating teachers
(N=24); the second study included student teachers (N=12)
prepared to teach art, along with their cooperating teachers
(N=13). Cooperating teachers provided ratings data with respect
to the abilities demonstrated by student teachers; preservice
teachers provided data using the same evaluative instrument
designed for assessing their own competencies and knowledge of
the subject fields. Thirty-one tables display findings of
subject area knowledge and competencies assessments, and
frequency of response to numerical positions of rating scale by
cooperating teachers and students in art and music from 1985-
1990. The paper concludes with a technical discussion of
results and copies of evaluative instruments. (LL)

ED 358 068

SP 034 548

Sykes, Gary; Plastrik, Peter

Standard Setting As Educational Reform: Trends and Issues Paper
No. 8.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- May 93

NOTE- 73p.; Paper prepared for the National Council for
Accreditation of Teacher Education (NCATE) to stimulate
discussion within the NCATE community, NCATE, the states and
other reform agencies.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Educational Practices; Elementary Secondary
Education; Excellence in Education; Futures (of Society);
*Governance; *Linking Agents; Local Norms; National Norms;
*Policy Formation; *Schools of Education; State Norms; *Teacher
Certification

IDENTIFIERS- National Council for Accreditation of Teacher Educ;
*Reform Efforts; *Standard Setting

This paper is an inquiry into standard setting as educational

Prince, Cynthia D.; Lawrence, Leslie A.
School Readiness and Language Minority Students: Implications of
the First National Education Goal. Focus Occasional Papers in
Bilingual Education 7.

SPONS. AGENCY- Office of Bilingual Education and Minority
Languages Affairs (ED), Washington, DC.

PUB DATE- 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Access to Education; Bilingual Students;
Economically Disadvantaged; Elementary Education; *English
(Second Language); Health Services; *Limited English Speaking;
*Minority Groups; *Preschool Children; *School Readiness

IDENTIFIERS- *National Education Goals 1990; National Education
Goals Panel

The first National Education Goal states that all children in
America will start school ready to learn. This report examines
what it means to be ready to learn and what this goal means for
language minority children. It is noted that language minority
children will form an increasingly greater proportion of the
school population, that they are more likely to be at risk on
measures of health care and access to preschool programs, and
that "ready to learn" implies knowledge of English. Progress
made by the National Education Goals Panel and its advisors in
defining and measuring school readiness is summarized, and
suggestions are offered for how parents and teachers can help
language minority children get ready for school. Six immediate
steps to address the needs of young language minority students
are recommended covering the following areas: improved access
to health care for poor and minority children; preschool
admissions policies related to English proficiency level;
increased numbers of bilingual preschool teachers; access for
language minority parents to parental training and support;
involvement of the language minority community on the National
Education Goals Panel; and respect for the language of the
home. Contains 36 references. (LB)

Wilkinson, L. David

Serving the Stronger "Swimmers": A Longitudinal Study of
Instructional Approaches for Limited-English-Proficient (LEP)
Students with Greater English Ability. Publication No. 92.13.

PUB DATE- Jan 93

NOTE- 22p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (Austin, TX, January
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Attendance Patterns;
*Bilingual Education; Bilingual Students; Elementary Education;
Elementary School Students; *English (Second Language);
Hispanic Americans; Identification; *Language Dominance;
*Language Skills; *Limited English Speaking; Longitudinal
Studies; Spanish Speaking; *Student Placement

Elementary School Students; *English (Second Language); *Learning Disabilities; Listening Comprehension; *Oral Language; Reading Comprehension; *Spanish Speaking; *Special Needs Students; Speech Communication; Vocabulary

IDENTIFIERS- Basic Inventory of Natural Language; Natural Language; *Puerto Rico; Woodcock Language Proficiency Battery

In a study that sought to identify the gains in English oral communication skills of Spanish speaking learning disabled students in the elementary schools, the Basic Inventory of Natural Language (BINL) and the Woodcock Language Proficiency Battery (WLPB) were administered to two groups of students aged 8 to 12 years: an experimental group of 20 students in a self-contained class and a control group of 20 mainstreamed students. Students in the experimental group received English as a Second Language (ESL) instruction using the natural approach (NAT) and the control group followed the audiolingual approach (AAT). The BINL was used as a measure of English oral production skills and the WLPB was used to measure English vocabulary comprehension skills and listening comprehension. Results reveal that elementary Spanish speaking learning-disabled students showed gains in English oral communication skills. The NAT and AAT showed instructional strengths for the acquisition of ESL in learning-disabled students. Students under the NAT treatment showed a significant difference in the Woodcock Analogies subtest by age group. (Contains 41 references.) (JP)

ED 357 638

FL 021 238

Gabina, Juan Jose; And Others

EIFE (Euskararen Irakaskuntza: Faktoreen Eragina): Influence of Factors on the Learning of Basque.

PUB DATE- 86

NOTE- 33p.; For related studies, see FL 021 239-240. Color graphics may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basque; *Bilingual Education; Change Strategies; Comparative Analysis; *Curriculum Design; Educational Change; Elementary School Students; Evaluation Methods; Foreign Countries; Grade 2; Grade 5; Intermediate Grades; *Language Maintenance; *Language of Instruction; Language Research; Models; *Native Language Instruction; Primary Education; Second Language Learning; Spanish Speaking; Student Evaluation; Surveys; Uncommonly Taught Languages

IDENTIFIERS- *Spain

This study on Basque language learning is part of a project investigating alternative curriculum designs to promote native language maintenance in the Basque Country of Spain. The study measured the level of Basque and Spanish language proficiency in second- and fifth-grade students in three bilingual education program designs (Basque taught as a second language--Model A, Spanish-Basque bilingual--Model B, and instruction primarily in Basque--Model D); analyzed psycholinguistic, sociolinguistic, and other factors in teaching Basque; obtained specific quantitative and qualitative information on the educational system's language situation in the 1983-84 school year; developed methodology and instruments for the research; and created and developed instruments for measuring and evaluating language competence. (MSE)

ED 357 639

FL 021 239

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Tests; *Bilingual Education Programs;
*English (Second Language); *Intergenerational Programs;
Language Proficiency; Language Tests; *Literacy; *Literacy
Education; Native Language Instruction; Program Evaluation;
*Spanish Speaking; Statistical Analysis; Test Selection;
Videotape Recordings

IDENTIFIERS- Expressive One Word Picture Vocabulary Test; *Latin
American Literacy Project

In this evaluation of The Latin American Literacy Project, eight major recommendations are made based on firsthand observations of the project, discussions with staff and students, the evaluation of new program implementations, the interpretation of results from language proficiency and achievement tests, and the analysis of extensive video recordings. The report includes an assessment of the children's program and an assessment of the adult program. The eight recommendations are: (1) advance the bilingual aspect by making more explicit the proportional approach used in the transition from Spanish to English in the children's programme; (2) make the intergenerational components of the two programmes more prominent by scheduling celebrations of achievement for the participants in the project, and teaching towards these dates; (3) increase the community based activities in support of the programme and the intergenerational literacy aspect; (4) monitor the progress of children leaving the programme and entering elementary school, as a means of judging the longitudinal impact of the programme; (5) develop a method of using the video camera in the daily teaching of adult students, as a means of performance imaging (this will improve their communicative competence); (6) balance the adult testing package so that there are measures for grammatical and communicative competence; (7) encourage and recognize as valuable action research on the part of the teachers in their classrooms; and (8) encourage and facilitate the staff participation in the dissemination of programme reports at conferences. Among the major conclusions of the report are that the strengths of this program are its staff, its bilingual teaching approach, and its unique perspective on intergenerational literacy. Appendices I-IV give statistical information based on Gardner pre- and post-testing. (KM)

ED 357 663

HE 026 004

Colorado Student Loan Program. School and Lender Training Manual.

PUB DATE- 28 Feb 92

NOTE- 230p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Eligibility; Financial Services; Higher Education;
Loan Default; Loan Repayment; Need Analysis (Student Financial
Aid); *Program Administration; Public Policy; School Policy;
*State Programs; Student Financial Aid; Student Financial Aid
Officers; *Student Loan Programs

IDENTIFIERS- *Colorado; *Guaranteed Student Loan Program

This guide and training manual, in loose-leaf format, is intended to assist lenders and schools participating in the Colorado Student Loan Program (CSLP). The manual consists of a series of single page (front and back) "ready references." Each ready

*Intervention; *Minority Groups; Program Administration; Public Policy; School Holding Power

The purpose of the symposium reported in this paper was to forge a consensus on how federal information and intervention strategies can be improved to raise the postsecondary enrollment and persistence rates of disadvantaged and minority youth. Speakers outlined the systemic forces that forestall access and their consequences for at-risk youth. They also described powerful interventions that can help overcome some of these barriers. Following brief opening remarks, Brian K. Fitzgerald gave an overview of the analytical issues at stake. There followed four sessions each featuring a moderator and two-to-four presenters. Session titles were as follows: (1) "The Need for Information Programs and Interventions"; (2) "The Role of Information Programs and Interventions in Improving and Maintaining Access"; (3) "Model Information Programs and Interventions: Institutional, State and Federal"; and (4) "The Federal Role and Strategy in Information Programs and Intervention." The document summarizes the remarks of each presenter and sketches the issues and opinions offered in all the post-presentation discussions that occurred. An appendix contains lists of presenters and Advisory Committee Members. (JB)

ED 357 684

HE 026 431

Merisotis, Jamie

Factors Affecting Minority Participation in Higher Education: A Research Synthesis. Symposium on Information Resources Services, and Programs. Background Paper Number One.

PUB DATE- May 90

NOTE- 47p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Academic Achievement; At Risk Persons; De Facto Segregation; Dropout Rate; Economically Disadvantaged; Elementary Secondary Education; Higher Education; *Minority Groups; *Participation; *Postsecondary Education; Racial Relations; School Holding Power

This paper serves as a basic introduction to the problems associated with minority participation in postsecondary education. It focuses on those educational factors identified in the literature as having an important effect on postsecondary participation by minorities. The paper shows that the problem of minority participation is a far-reaching and complex one. At each of several critical junctures--high school graduation, college enrollment, college degree attainment, and selection of non-college alternatives--the data suggest that some number of at-risk disadvantaged youth are lost to the educational system and the labor market. Further, the paper suggests that, though the literature makes clear that the problem is a complex one, it is also reasonable to conclude that isolation and segregation of minority children, whether it be in communities, inner city schools, academic ability groups, or predominantly white colleges, has a pernicious effect on successful minority participation in higher education. The paper further argues that the earlier this isolation or segregation occurs, the more negative effects it appears to have on the postsecondary planning of minority youth. Eight figures appear in the text and an appendix offers five statistical tables. (Contains 49 footnotes.) (JB)

additive approaches; (2) the trouble with bipolar differences; and (3) the trouble with the problematics that define multicultural education. The paper concludes with the argument that as long as academic institutions attempt to implement multicultural education without first coming to terms with the presence of racism, sexism, and heterosexist "micropractices" on their campuses, then they only deceive themselves and harm their students. Contains 11 references. (GLR)

ED 357 703

HE 026 453

Bensimon, Estela Mara

The Normalization of Diversity: Multicultural Curricular Change at Urban University.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 92

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For a related document, see HE 026 452.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; College Administration; Colleges; *Cultural Pluralism; *Curriculum Development; Educational Change; Ethnic Groups; *Higher Education; Minority Groups; Multicultural Education; Undergraduate Study; Universities; *Urban Education

IDENTIFIERS- Diversity Concept

This paper examines the effect of organizational culture and power on the meaning and practice of multicultural curricular change. A case study is presented of an urban academic institution that had adopted a university-wide undergraduate diversity requirement in 1991 after considerable debate and negotiation among various constituencies. The politics of multicultural curricular change are explored, as well as the effect of structural characteristics of the bureaucratic university such as hierarchy, differentiation, normative power, standardization, and regulation on curricular policy. The interpretations of the university's diversity requirement given by institutional administrators are further explored, paying close attention to messages about power and the politics of difference encoded in language. Selected aspects of commitment to underrepresented groups which indicate an awareness of cultural diversity and receptiveness to multicultural curricular change are also considered. Includes 19 references. (GLR)

ED 357 704

HE 026 454

Millar, Susan Bolyard

Change at a Regional University: The Dynamic Tension between Corporate and Democratic Voices.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Administrator Attitudes; Change Agents; *College

function, the marketing of marketing, the process of marketing planning, and managing the marketing toolbox. The final section addresses the faculty/department management teams and their functions in implementing and achieving sales and reaching marketing targets. The activities and materials have been designed to facilitate delegation and dissemination of the marketing message and to provide a framework for cascading and embedding marketing thinking throughout the organization. (Contains 10 references.) (JB)

ED 357 721

HE 026 476

Johnstone, B. Bruce

Learning Productivity: A New Imperative for American Higher Education. Studies in Public Higher Education Number 3.

PUB DATE- Apr 93

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Outcomes Assessment; *College Students; Educational Change; *Educational Trends; Futures (of Society); Graduate Study; Higher Education; Learning Processes; *Learning Strategies; *Outcomes of Education; *Productivity; Retrenchment; Sociocultural Patterns; Undergraduate Study

IDENTIFIERS- Learning Productivity Model

The first of two assumptions underlying the thesis of this paper is that, in the face of escalating costs, uneven demographics, faltering revenues, and a serious erosion of public confidence, United States higher education must become more productive. Universities and colleges of all types must produce demonstrably more education, research, and training for the resources requested from students, parents, and taxpayers. Increasing productivity is an imperative of every important sector of the economy and consequently the need for higher productivity is compelling. The second assumption is that productivity advance cannot be achieved wholly or even primarily through the traditional approach of reducing or cheapening the inputs--mainly faculty and staff--while defining enrollment as the "output" and holding it constant or forcing it to increase. From these two assumptions follows the central thesis of this paper: that significant and sustainable productivity advances in higher education must be achieved through greater attention to the learner. Learning productivity relates the input of faculty and staff, not to enrollments or to courses taught or to credit or classroom hours but to the demonstrated mastery of a defined body of knowledge or skills. Learning productivity can be increased through greater institutional efficiency, measures that lead to more learning from students, individually paced mastery learning, application of appropriate educational technology, emphasis on students focusing their studies sooner, year-round study, opening college doors to younger students, and beginning graduate and professional education at an earlier age. Includes 20 reference notes. (JB)

ED 357 722

HE 026 477

SUNY 2000: A Vision for the New Century.

PUB DATE- Sep 91

NOTE- 98p.; For related documents, see HE 026 478-481.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

the masters, and the predominant nature of bibliographic control for microform masters. (Contains 11 references.) (KRN)

ED 357 739

IR 054 425

Shelley, Diana

Looking into Resource-Based Learning.

PUB DATE- 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; Adolescents; *Adult Education; *Cooperative Learning; Foreign Countries; Group Activities; *Information Literacy; Information Seeking; Information Utilization; *Learner Controlled Instruction; *Learning Motivation; Multiple Choice Tests; *Peer Evaluation; Postsecondary Education; Secondary Education; Teaching Methods IDENTIFIERS- Learning Groups; *Resource Based Learning; TAFE (Australia)

This booklet introduces techniques and concepts that can be used for alternative styles of lesson delivery within the context of the autonomous learning approach and self-managing teams that are characteristic of resource-based learning. Much of the information is designed to help teachers enable learners to make good use of information resources. The booklet is divided into five sections that address: (1) role and definitions of resource-based learning; (2) ways to teach that promote, rather than block, learning; (3) increasing learner motivation by letting the learners teach; (4) procedures for running effective adolescent or adult learning groups; and (5) teaching learners to evaluate and assess each other. The latter three sections, which form the bulk of the document, include explicit, step-by-step instructions for facilitating the learning process. The appendixes include brief teacher guides on how to prepare multiple choice questionnaires and how to plan assignments for learners and a learner's assignment preparation guide, which assists learners to assess information needs and resources. (Contains 5 references.) (KRN)

ED 357 740

IR 054 428

Lane, Margaret T., Comp.

State Publications: Depository Distribution and Bibliographical Programs, Supplement, 1981. Documents Monograph Series, No. 2A.

PUB DATE- Aug 81

NOTE- 56p.; Compiled for the State and Local Documents Task Force, Government Documents Round Table, American Library Association. For document to which this is a supplement, see ED 195 283.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgets; *Depository Libraries; *Government Publications; Library Personnel; *Library Services; State Agencies; *State Programs

This publication contains information from 20 state depository library programs. Reports from the Center for Research Libraries (Chicago) and the Library of Congress, which are officially designated as depositories by some states, are included for the first time. Reports provide information about: (1) name and address of reporting agency; (2) legal authority;

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Higher Education; Job Training;
*Librarians; Library Administration; *Library Instruction;
Orientation Materials; Program Descriptions; *Reference
Services; Staff Development; *Staff Orientation
IDENTIFIERS- *Old Dominion University VA

This paper presents a description of the Old Dominion University's (Virginia) Reference Librarian Orientation Program designed to ease the transition of reference librarians new to the school and its reference department. The program introduces the reference librarian to the library, the reference department, and the university itself and consists of 3 weeks of scheduled meetings, training sessions, and observation periods, followed by 5 weeks of working with reference librarians on the reference desk. The orientation plan provides information on how the program is to be supervised; outlines the program and explains each component listed in the outline; presents a suggested checklist for the Head of Reference to follow when meeting with the new reference librarian; offers a checklist of personnel/university information necessary for a new librarian; and presents an assigned and optional reading list of materials concerning the reference department, the library, and the university. (GLR)

ED 357 761

IR 054 572

Preece, Barbara G.; Bloomstone, Ajaye
Task Force on Card Catalog Closing. Report.
PUB DATE- Jan 93

NOTE- 90p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Reference
Materials - Directories/Catalogs (132)

DESCRIPTORS- *Academic Libraries; Directories; Elementary
Secondary Education; Foreign Countries; Higher Education; *Law
Libraries; Library Automation; *Library Catalogs; Library
Surveys; National Surveys; *Online Catalogs; *Public Libraries;
*School Libraries

IDENTIFIERS- Canada; United States

This directory is intended to serve as an information resource for libraries that may be contemplating card catalog closing by providing a list of 607 U.S. and Canadian libraries that have closed their old card catalog files. The report includes reference information for 286 academic libraries, 235 public libraries, 11 school libraries, and 75 special libraries. All categories of Canadian libraries are listed at the end of the report. Data for each library are presented in the following format: (1) the library's name and address; (2) the type of online system used; (3) the year the catalog was closed; (4) the collection size; and (5) a contact person and phone number. (GLR)

ED 357 762

IR 054 573

Thrash, Beverly M.
A Comparison of Two CD-ROM Periodical Indexes for Use in the
Middle School. A Scholarly Study.

PUB DATE- 93

NOTE- 44p.; Requirements for Specialist in Education in Library
Media Technology, Georgia State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

Malan, Roland M.

Bramson ORT Technical Institute. Report 92-T-6.

PUB DATE- 30 Apr 93

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Audits (Verification); Budgets; *Categorical Aid; *Compliance (Legal); Educational Finance; *Financial Audits; Full Time Equivalency; *State Aid; Technical Institutes; Two Year Colleges; Two Year College Students

IDENTIFIERS- *Bramson ORT Technical Institute NY; Tuition Assistance Program NY

The New York State Comptroller's Office conducted an audit of Tuition Assistance Program (TAP) awards certified by Bramson ORT Technical Institute (BOTI) for the 1990-91 academic year, and performed a limited review of the Higher Education Services Corporation's (HESC's) records for the 1987-88 and 1989-90 academic years to detect errors or inconsistencies in BOTI's certifications of student eligibility for TAP. The Comptroller's Office determined that BOTI was overpaid \$1,018,641 because it incorrectly certified students as eligible for TAP awards. BOTI has 16 TAP-eligible degree and certificate programs, and received 908 TAP awards totaling \$1,311,985 on behalf of 563 students in the 1990-91 academic year. Of the 150 TAP awards (totaling \$218,675) examined during the audit, 120 (totaling \$168,688) were disallowed because students were not pursuing the program of study for which they enrolled, not taking the required credit-bearing courses, or repeating courses they had already passed and using the repeated hours to qualify for full-time status, among other reasons. The comptroller's report provides an introductory summary; background information on BOTI, TAP, and HESC; results of the audit; a detailed list of audit disallowances; and information on other matters needing attention and rectification. The report concludes by recommending that: (1) the HESC recover the amount it overpaid BOTI and ensure that BOTI processes its student refunds promptly and uses proper codes when certifying students; and (2) the State Education Department ensure that BOTI seeks approval for its unauthorized extension centers and complies with state regulations. (MAB)

ED 357 780

JC 930 262

A Blueprint for Excellence: Lakeland Community College.

PUB DATE- 90

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Planning; Community Colleges; Educational Environment; *Educational Facilities; *Educational Finance; *Educational Improvement; *Financial Support; Institutional Characteristics; Long Range Planning; *Organizational Objectives; Program Development; Program Implementation; Strategic Planning; Two Year Colleges

IDENTIFIERS- Lakeland Community College OH

In 1988, Lakeland Community College (LCC), in Mentor, Ohio, began a strategic planning process to refocus the college on its mission, identify priorities for the years ahead, and establish

Vocational Education Resource Package presents case studies of four partnerships between California community colleges and industry and offers guidelines for developing successful partnerships. The case studies focus on: (1) Los Angeles Harbor College's (LAHC's) Process Plant Training program to train students to be process plant operators in local oil, chemical, and waste water treatment industries; (2) LAHC's partnership with Hyundai, which provides short-term training for Hyundai automotive industry personnel and LAHC students in different technical skills, and special training for Latino and African-American students recruited from South Central Los Angeles; (3) Long Beach City College's Professional Cooperation Apprenticeship Program developed with Nissan to provide special training on repairing and maintaining Nissan vehicles; and (4) El Camino College's partnership with Toyota to provide a 2 2 automotive mechanics program geared predominantly toward minority students. Next, key elements in school-business partnerships are discussed, including an active advisory committee, involvement of college personnel with the local community, program marketing, and financial and administrative support from the college. After noting obstacles to developing partnerships, the booklet offers examples of community college efforts to market the college to business and industry, recruit students for the program, develop cooperative education and internship programs, and evaluate the programs. Contact people at the cited programs are listed. (AC)

ED 357 797

JC 930 279

Promising Practices: Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 20p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Basic Skills; Community Colleges; Computer Assisted Instruction; Integrated Curriculum; Job Training; Program Descriptions; *Remedial Instruction; Remedial Mathematics; Remedial Programs; School Business Relationship; Special Needs Students; Two Year Colleges; *Vocational Education; Work Experience

IDENTIFIERS- *California Community Colleges

Developed to assist community college administrators and faculty in enhancing vocational educational programs and services, this Vocational Education Resource Package profiles four vocational education programs at California community colleges that show promise in serving special population students. First, the Applied Mathematics for Electronics course (ET 320) at San Jose City College (SJCC) is described. The course was designed for students whose math skills are insufficient for success in SJCC's electronics program. Since all electronics courses at SJCC require written reports, ET 320 includes a computer-based vocabulary tutorial on specific electronics terminology. Next, the Occupational Readiness Program at Bakersfield College is described. Students enrolled in the program receive technical lab training in automotive maintenance or welding, while simultaneously learning basic literacy, communication, mathematics, and job survival skills. The basic skills course is taught by a vocational instructor so that basic skills are

programs for older adults. Section IV addresses the problems and concerns nontraditional students have at college, discussing the attitudes of faculty and other students, admissions procedures which request information and recommendations from high schools, time-consuming registration procedures, child care, finances, and time pressures. Section V presents a model orientation session to focus on the needs of adult learners, reviewing planning procedures, setting an agenda for the session, and evaluating the orientation. Finally, section VI provides concluding remarks highlighting the importance of recognizing and responding to the needs of nontraditional students. (Contains 24 references.) (BCY)

ED 357 814

JC 930 306

LeCroy, Nancy Armes, Ed.

Catalysts for Community Change: Guidelines for Community Colleges To Conduct Community Forums.

SPONS. AGENCY- Hitachi Foundation, Washington, DC.

PUB DATE- Jul 93

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Role; Community Colleges; *Community Development; *Community Involvement; *Community Programs; Curriculum Development; Economic Development; Guidelines; Program Development; *Program Implementation; School Community Relationship; Two Year Colleges

Part of an effort to increase the capacity of local citizens to address critical issues facing their communities, this paper reports on a project to develop and test a replicable process for organizing community forums at community colleges. Following introductory remarks, the first section discusses the role of the community college in community development, examining tensions related to implementing development activities and proposing five skill areas of a new development curriculum: grassroots involvement, mediation, collaboration, understanding systems behind issues, and leadership. The next section presents guidelines for conducting community development forums, covering initial appointments, planning the event, building external and internal support, promoting the event, hosting the event, and providing closure. Finally, nine case studies of forums at community colleges are presented, including reports on forums discussing: (1) health care at Santa Fe Community College, Florida, by Chester Leathers and Judy Skelton; (2) economic revitalization at Lane Community College, Oregon, by Jerome Garger; (3) housing at Phoenix College, Arizona, by Sheila Contreras; (4) job strategies at Delta College, Michigan, by Barbara Tedrow; (5) education for health careers at Monroe Community College, New York, by Barbara Kirk and Janet Glocker; (6) Hispanic education at North Lake College, Texas, by Joel Vela, Lynn Brink, and Sue Lee; (7) urban planning at the Seattle Community College District, Washington, by Dena Dawson and A. Barretto Ogilvie; (8) responses to crime at Kirkwood Community College, Iowa, by Richard Pankey; and (9) economic development at Cedar Valley College, Texas, by James Harlow. A discussion on using surveys to support forums is appended. (BCY)

ED 357 815

JC 930 308

PUB DATE- 92

NOTE- 134p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Child Development; Classroom Techniques; Cooperating Teachers; Early Childhood Education; Field Experience Programs; Higher Education; *Internship Programs; Program Evaluation; Questionnaires; Site Analysis; *Site Selection; *Student Experience; *Student Teachers

IDENTIFIERS- *Developmentally Appropriate Programs

This practicum report describes the development of a systematic method whereby students would be able to select internship sites that demonstrate developmentally appropriate practices in early childhood education. Students in a child development internship program were provided guidelines for selecting an appropriate field placement; students were also given an inventory with which to evaluate potential sites. Using evaluation tools that included questionnaires, checklists, and self-evaluation forms, students were able to select developmentally appropriate placements and to identify both appropriate and inappropriate practices in the classroom. Appendices include: (1) a copy of the internship placement questionnaire and a summary of student interns' questionnaire responses; (2) an inventory of classroom practices; (3) evaluation forms for cooperating teachers, students, placement sites, and college internship supervisors; (4) student guidelines for selecting internship placements; (5) a handbook for the internship program; (6) a preliminary letter to interns; and (7) letters to cooperating teachers. (MM)

ED 357 831

PS 021 224

Child Care and Guidance, Management, and Services Curriculum Guide.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- Dec 92

NOTE- 469p

LANGUAGE- English

EDRS Price- MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administration; *Career Exploration; Check Lists; *Child Caregivers; *Child Care Occupations; Child Development; Curriculum Guides; *Day Care; Day Care Centers; Early Childhood Education; Higher Education; Instructional Materials; *Preschool Teachers; Preservice Teacher Education; Teaching Guides

This curriculum guide provides information and materials for teachers who train child caregivers. Each of the guide's 27 chapters discusses essential elements and objectives related to one particular topic, and then presents teaching strategies for classroom use. Chapter 1 reviews the child care profession as a whole, and chapter 2 discusses the opportunities and requirements for careers in child care. The general organization and management of a child care center are covered in chapter 3. Chapter 4 describes influences on children's development, and the elements of a wholesome child care environment are addressed in chapter 5. Health and safety issues are the focus of chapters 6 through 9. Chapter 10 outlines daily routines in a child care setting. Child development is covered in chapters 11 through 14, highlighting physical, emotional, social, mental, and intellectual

To specify different modes of individual children's social integration, this study examined qualitative and quantitative aspects characterizing distinct types of peer relationships. Subjects were 255 children in grades 2 through 5 of an inner-city primary school in Berlin, Germany. Subjects were individually interviewed at school about their friends, and were asked to nominate all children with whom they had contact outside school. A subsample of 116 children and their parents were additionally interviewed at home about further characteristics of their friendships, their concept of friendship, the quality of the parent-child relationship, and other characteristics of family life. Three descriptive scales (assistance, fun, and absence of quarreling) were developed and confirmed by factor analysis to be different dimensions of relationship descriptions. Analysis revealed that children described same-sex relationships as more intense than opposite-sex relationships. Having opposite-sex relationships and getting assistance and fun in opposite-sex relationships was positively related to social and cognitive development. The same result was not found for same-sex relationships. Relationships with classmates were of higher importance for children's feeling of acceptance than relationships with non-classmates. Finally, analysis showed that reciprocal relationships were more intense and provided more assistance and fun than non-reciprocal relationships. (MM)

ED 357 850

PS 021 362

Johnson, Eric A.
The Relationship of Self-Blame and Responsibility Attributions and Motivations, for Schoolwork and Conduct, to Self-Worth and Self-Perceptions.

PUB DATE- Mar 93

NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Academic Failure; *Behavior Problems; Elementary Education; *Elementary School Students; Intermediate Grades; Self Concept; *Self Esteem; Student Behavior; *Student Motivation; *Student Responsibility

IDENTIFIERS- Affective Response; *Self Blame; Student Self Report

Focusing on failure experiences, two studies explored the attributions of self-blame and responsibility and the motivational patterns of avoidance and increased diligence in elementary and middle school students. In the first study, 298 third through sixth grade students and 396 sixth through eighth grade students completed a self-report questionnaire to describe their attributions, motivations, and feelings following scholastic failure and misbehavior. As part of the questionnaire, students performed sentence-completion tasks and then selected their affective response to scholastic failure and misconduct from the following affects: worried, depressed, ashamed, frustrated, mad at themselves, sad, mad at someone else, and shamed by someone else. In the second study, which used a simplified version of the original questionnaire, students were assigned to an attribution and motivation group based on their response to one question. Analysis revealed that students making self-blame attributions reported lower levels of self-worth, perceived scholastic competence, and hopefulness, and greater worry about school than subjects

DESCRIPTORS- Alcohol Abuse; Check Lists; Child Health; *Drug Addition; Drug Rehabilitation; Family Programs; *Health Promotion; *Infants; Interviews; Matrices; Models; *Mothers; Perinatal Influences; Pregnancy; Program Development; Social Services; *Toddlers

IDENTIFIERS- Access to Health Care; *Access to Services; *Drug Exposed Children; Fetal Drug Exposure; Integrated Services

Designed to help social service agencies achieve a comprehensive system of care for chemically dependent pregnant and postpartum women and their drug-exposed children, the model described in this report was developed by a panel of 12 experts in the field of perinatal addiction and drug exposure in infants. The report begins with an overview of general issues central to the discussion of a model of care, and then addresses 10 major themes applicable to all service areas. These themes include coordination of services, staff training and support, cultural sensitivity, access to services, and research needs. A narrative description of the proposed model of care is then presented. The description focuses on five categories: (1) prevention and health education; (2) outreach; (3) health and psychosocial screening and assessment; (4) direct services, including health care, social services, alcohol and drug treatment and recovery services, specific services for drug-exposed children, and services for partners and family members; and (5) case management. Seven appendices make up the greater part of this report. They include: a list of panel participants; a blank and completed matrix describing stages of service delivery, from pre-pregnancy to 3 years postnatal; descriptions of special populations, including women and children with HIV, and women in jails; a checklist of services; assessment instruments; and a glossary of terms. (MM)

ED 357 869

PS 021 401

Brizius, Jack A.; Foster, Susan A.

Generation to Generation: Realizing the Promise of Family Literacy.

SPONS. AGENCY- National Center for Family Literacy, Louisville, KY.

PUB DATE- 93

NOTE- 170p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Adult Literacy; *Community Involvement; Community Programs; Early Childhood Education; *Educational History; Elementary Secondary Education; *Family Programs; Financial Support; *Literacy Education; Program Development; *Public Policy; State Programs

IDENTIFIERS- *Family Literacy

Intended to educate school, business, and government leaders as well as the general public, this book provides a comprehensive overview of and practical guide to the family literacy movement. The book begins by tracing the history of family literacy as an idea, as individual programs, and as a public policy movement. Then it provides guidelines to state policymakers and program managers on how to anticipate and deal with the issues surrounding family literacy, and also offers suggestions for starting new family literacy programs tailored to specific communities. Finally, the book addresses key issues about the future of the family literacy movement. The book is divided into the following eight chapters: (1) "Family Literacy: The Need and the Promise"; (2) "Defining Family

Head Start programs; to support major child care legislation, ultimately vetoed by President Nixon; and to improve and diversify Head Start services. During the Carter Administration, proponents of Head Start, who believed poor families should have a power base separate from schools, successfully opposed the president's efforts to transfer the program to the Department of Education. While Head Start's budget remained intact during the Reagan years, the program's quality was eroded by increasing the number of children served with no increased funding, and decreasing hours and services. In 1990 both President Bush and Congress pledged full funding for the program. The book concludes with five recommendations: (1) provide full-quality Head Start; (2) recognize Head Start as a partner in welfare reform; (3) allow Head Start to serve infants and toddlers; (4) revamp Chapter 1 to sustain Head Start benefits in elementary school; and (5) raise income eligibility guidelines. (BC)

ED 357 888

PS 021 501

St. Pierre, Robert; And Others
National Evaluation of the Even Start Family Literacy Program.
Second Interim Report.

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 20 Feb 93

NOTE- 287p.; For the first year report with appendices and executive summary, see ED 356 044.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Academic Failure; Adult Basic Education; Compensatory Education; Early Childhood Education; *Early Intervention; *Educational Innovation; *Family Programs; High Risk Students; High School Equivalency Programs; Parent Education; Parenting Skills; Parents; Program Descriptions; *Program Evaluation; Young Children

IDENTIFIERS- *Even Start; *Family Literacy

The Even Start program represents an innovative combination of programs for adult basic education, parenting education, and early childhood education. Focusing on parents and children as a unit, Even Start projects have three interrelated goals: (1) to help parents become full partners in the education of their children; (2) to assist children in reaching their full potential as learners; and (3) to provide literacy training for participating parents. This document is the second interim report of the National Even Start Evaluation. Data for this report, which is presented in eight chapters, reflect the operations and effectiveness of Even Start projects during the 1990-91 program year. Chapter 1 introduces the Even Start program and the national evaluation. Chapter 2 summarizes the study design and the evaluation activities that were conducted during 1990-91. Chapter 3 provides an overview of the activities that occurred in Even Start projects, and chapters 4 and 5 describe characteristics of Even Start participants and projects. Chapter 6 describes the nature and amount of services received by Even Start participants. A preliminary look at the effects of Even Start on participating families is presented in chapter 7. Chapter 8 draws conclusions based on the findings described in the report. An appendix containing in-depth studies of 10 local projects participating in the national Even Start program takes up about a third of this document. A second appendix provides information related to analyses of data collected by two assessment instruments used in the evaluation. (TJQ)

the model, the principles of case management are central to the idea of integrated services. Integration implies that the "case" is not the client but rather the array of services suited to the client's needs. Much of recent policymaking related to families has focused on central cities. While resembling suburban children in terms of race and family structure, problems of poverty and lack of services show that rural children are actually more like the children of the inner cities. Service integration programs, accompanied by a viable range of necessary services, could meet these rural needs. (SV)

ED 357 907

RC 019 136

Huang, Gary

Health Problems among Migrant Farmworkers' Children in the U.S.
ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Jan 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Accidents; *Agricultural Laborers; At Risk Persons;
*Child Health; *Diseases; *Migrant Children; Migrant Problems;
*Nutrition; Pesticides; Poisoning; Poverty

IDENTIFIERS- ERIC Digests

Good health directly affects the educational performance of migrant children. However, there is little nationwide, accurate information on the health status of migrant farmworkers, and even less on their children. This digest summarizes recent information on migrant children's health status. Compared to all U.S. children, migrant children have a cumulative mortality rate by age 5 that is 1.6 times greater and a rate for chronic health conditions that is 3.6 times greater. Most common health problems are related either to occupation or to poverty. Agriculture is the most dangerous occupation in the United States. At least one-third of migrant children (as young as 10) work on farms, and many others are in the fields with their families. The health of these children is at high risk from accidents, exposure to pesticides, and sun and heat. Children are more susceptible to pesticide poisoning than adults and also may have been affected by maternal exposure during pregnancy. Poverty among migrant families leads to malnutrition and poor sanitation, which in turn are related to dietary deficiencies and high rates of chronic illness, parasitic infection, and respiratory diseases such as tuberculosis, pneumonia, and influenza. Migrant children also commonly lack dental care and suffer from untreated dental problems. Recommendations for improving the health conditions of migrant children are listed. (SV)

ED 357 908

RC 019 137

Cahape, Patricia

Blueprints for Indian Education: Research and Development Needs
for the 1990s. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

study discusses political and ideological attitudes toward immigrant groups, the historical context of migrations, and key aspects of relevant legislation. The social and ethno-cultural situations of major migrant groups are examined, focusing on family and household data, school performance, nutrition and health status, youth employment, and encounters with the law. The studies indicate that a growing number of children are being affected by divided families, "commuter" or cyclical migrations, the feminization and racialization of poverty, informal-sector employment, formation of ghettos, and loss of hope. Although migrant children have lower educational attainment than "indigenous" children with similar socioeconomic characteristics, the same migrant populations fare differently in different host countries. There is an urgent need for the European community to adopt a new social agenda in which migrants and their children figure prominently. This paper contains 81 references. (SV)

ED 357 926

RC 019 187

Resource Guide for Secondary Migrant Educators.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 92

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Higher Education;

*Instructional Materials; *Migrant Education; *Migrant

Programs; Migrant Youth; Professional Development; Program

Descriptions; *Program Development; *Resource Materials;

*Secondary Education; Secondary School Students; Supplementary Education

This bibliography assists migrant educators and service providers in identifying appropriate research studies, model programs, age-appropriate materials, and other resources in developing secondary-level programs for migrant youths. The bibliography contains over 100 entries consisting of author, title, source, date of publication, annotation, and ERIC ED-number, if available. The bibliography is followed by a products section listing 34 manuals, newsletters, videos, instructional materials, and other items developed for use with secondary-age migrant youth and for staff development of migrant educators and service providers. Also listed are 16 directories of migrant-education and other related services and programs. An index lists documents under the following subjects: (1) CAMP (College Assistance Migrant Program); (2) career awareness; (3) credit accrual; (4) counseling secondary migrant students; (5) curriculum; (6) dropout prevention; (7) dropout retrieval; (8) English as a Second Language; (9) establishing linkages (school and agency contacts); (10) evaluation; (11) funding; (12) general educational development programs; (13) gifted and talented; (14) graduation requirements; (15) high school equivalency programs; (16) identification and recruitment; (17) inter/intrastate coordination; (18) late entry/early withdrawal; (19) mobility; (20) model programs; (21) Migrant Student Record Transfer System; (22) needs assessment; (23) overview and history of migrant education; (24) parent and community involvement; (25) Portable Assisted Study Sequence; (26) program planning; (27) retention and the overage factors; (28) staffing; (29) summer programs; (30) vocational education; and (31) work study. (LP)

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Biology; Chemistry; Computer Assisted Instruction; Computer Uses in Education; Educational Games; Elementary Secondary Education; Environmental Education; *Foreign Countries; Health Education; *Interdisciplinary Approach; Mathematics Education; Nutrition; Physics; Problem Solving; *Program Descriptions; Science Activities; Science Education; Science History; *Science Instruction; *Technology Education

The proceedings of the final consultation meeting for the Pilot Project on the Teaching of Science and Technology in an interdisciplinary Context are presented. The goals of the project initiated by UNESCO were to develop and test ways in which the concepts, processes and skills of science and technology could be linked with or incorporated into the teaching of other areas in the school curriculum at both the primary and secondary school levels. Emphasis was placed on teaching methods and activities that promote understanding through active learning techniques, on efforts to link classroom learning with real-life experiences and on extending this teaching beyond the classroom. The countries of Bulgaria, Denmark, Indonesia, Norway, Scotland, Sweden, United Kingdom, United States, and West Germany are represented through the publication of 15 papers. Topics include interdisciplinary teaching at the primary and secondary levels, integrating science and math using bee hives, health education at the primary level, polarized light, environmental protection, scientific writing and chemistry, informatics, dimensions of integration, computer simulations, the history of science, computer-assisted learning, and the integration of language-mathematics-informatics. (KR)

ED 357 946

SE 053 033

Schmidt, Hans-Jurgen

Stoichiometric Problem Solving in High School Chemistry.

PUB DATE- Mar 92

NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (65th, Boston, MA, March 23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chemistry; *Cognitive Style; *Computation; Concept Formation; Foreign Countries; High Schools; High School Students; Interviews; *Learning Strategies; Misconceptions; *Problem Solving; Science Education; Science Instruction; Secondary School Science; Test Construction

IDENTIFIERS- Germany; Mental Computation; *Stoichiometry

The purpose of this descriptive study was to create and test questions on stoichiometry with number ratios for quick mental calculations and to identify students' problem-solving strategies. The present study was a component of a more comprehensive investigation in which 7,441 German senior high school students were asked to work on 154 test items from 10 different topics. A random sample of 4,181 out of the 7,441 students completed the paper and pencil tests on stoichiometry. Additionally, discussions with students about how they solved the test items were videotaped. The study uncovered five strategies used by students to solve the test items on stoichiometry. With some test items the possibility that students came to the correct result though they had used incorrect solving strategies could not be excluded. However, it was possible to improve these test items. This indicates that

Core Curriculum; Critical Thinking; Curriculum Development;
*Earth Science; High Schools; Laboratory Safety; *Minimum
Competencies; *Physical Sciences; *Physics; Science Education;
Science Instruction; State Standards; Thinking Skills
IDENTIFIERS- Hands On Experience; *New Jersey

The Core Course Proficiency initiative in the State of New Jersey is an outgrowth of the recommendations from two study panels convened to review and revise high school graduation requirements and to consider the need for and impact of establishing a common core of knowledge and skills in specified high school courses. This document presents the core proficiencies identified for the following six science courses: Biology, Chemistry, Physics, General Science, Earth Science, and Physical Science. The introduction provides the rationale and purpose for the document, identifies thinking skills for science instruction, and discusses the need for laboratory and career experiences in science instruction. Six sections present the proficiencies in the six science courses. Each section provides an overview of the proficiencies in that subject and then lists the proficiencies by content within the subject area. (MDH)

ED 357 965

SE 053 227

Ranney, Michael

Restructuring Conceptions of Motion in Physics--Naive Students.

SPONS. AGENCY- Office of Naval Research, Washington, D.C.

PUB DATE- 87

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; *Cognitive Structures; College Students; Concept Formation; Gravity (Physics); Higher Education; Mechanics (Physics); Misconceptions; *Motion; *Physics; Schemata (Cognition); Science Activities; Science Education; Scientific Concepts

IDENTIFIERS- *Pendulums

Students lacking formal training in physics have great difficulty predicting the paths of various projectiles. With respect to pendulum-bobs that are released from various points in a swing, a previous experiment found that empirical feedback (i.e., resultant trajectories) produced transfer-of-training to other pendular-based tasks. However, such feedback did not facilitate transfer to some isomorphic dropping and throwing situations. In the present experiment, college students from an introductory psychology course (n=42) were additionally provided with a subtle analogical hint, in that they had to judge which of the pendular-release situations are fundamentally similar to the dropping and throwing items. The results show that the similarity judgments successfully catalyzed transfer from the pendular-release feedback to the dropping and throwing tasks. The data further showed that the subjects restructured their understanding of the relationships between various kinds of projectiles and improved the integration of their beliefs about motion. After two weeks, these conceptual changes remained stable. But such learning was limited by the nonconceptual nature of the feedback. Even after eventually receiving feedback for the similarity-judgment tasks (i.e., the correct choices), the students could not transfer their new conceptions of motion to tasks involving zero-gravity. Indeed, these new ideas rarely included the denial of

science textbooks there is a trend toward more elaborate contents, while with history and geography books there is a gradual move away from written text in favor of illustration. (DB)

ED 357 985

SO 022 702

Choppin, Alain
Aspects of Design.

PUB DATE- 90

NOTE- 14p.; Paper presented at the Workshop for Pedagogical Research Into History and Social Sciences (Braunschweig, Germany, September 11-14, 1990).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Design; Educational History; Elementary Secondary Education; Foreign Countries; Textbook Content; *Textbook Preparation; *Textbook Research; *Textbooks

Until the end of the last century the school textbook served only one purpose, which was to educate; today, faced with competition from the media, it also must be attractive. The development of the textbook over the last century has been characterized, on one hand, by greater diversity, and hence greater complexity, in the typographical methods designed to classify and establish a hierarchy of themes; and, on the other hand, by the growing use of illustrations and color. The typography of a textbook takes part in the didactic message: layout, choice of typeface, and various typographical procedures (boxes, screens, etc.); isolated sections of text to which differences in status and interpretation are allocated; changes in style or boldness of type; and the use of color highlight essential ideas. The reader must master whole sets of often implicit codes that provide a structure for the different elements, at times a difficult procedure. In fact, the reading of a textbook requires an often complex progression through the text, based on the not always obvious role the designer has assigned to the different elements making up the chapter, texts, and illustrations, notably. (Contains 20 references.) (DB)

ED 357 986

SO 022 752

Crumley, William H.
Utilizing Local Outdoor Resources as a High School Laboratory for Learning: The Problem of Implementation.

PUB DATE- 92

NOTE- 79p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Ecology; Educational Research; Educational Resources; *Environmental Education; *High Schools; Interdisciplinary Approach; Outdoor Activities; *Outdoor Education; Teaching Methods

This practicum was designed to utilize local outdoor resources as a teaching tool and an extension of the classroom. The single goal was to make utilization of this instructional strategy a permanent part of the school curriculum. On-site research, coupled with an extensive review of current literature, produced the finding that the problem lay in the difficulty of implementing such an approach. An interdisciplinary program of

Fujita, Hideo; Ito, Takehiko

Peace Education in Japanese Universities. Peace Education Miniprints No. 36.

PUB DATE- Nov 92

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; International Education; *National Surveys; *Peace; Role of Education; Teaching Methods; *Universities

IDENTIFIERS- *Japan; *Peace Education

This paper contends that peace education is necessary for all university students in Japan for several reasons: students are going to take leading roles in society; the world is changing rapidly; and university teachers have a social responsibility not to repeat the faults of Japanese teachers in World War II. Japanese peace education has been provided by many elementary and high school teachers since World War II. Peace education in universities expanded rapidly through the impact of the Special Session of Disarmament of the United Nations in 1978. The paper is based on three national surveys of peace education in Japanese universities. These surveys showed that multidisciplinary lectures were provided in many universities, that the contents were expanded to include structural violence, and that teachers used diverse teaching methods. (Author/DB)

ED 358 008

SO 023 025

Collinge, James

Peace Education in New Zealand. Peace Education Miniprints No. 37.

PUB DATE- Nov 92

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Controversial Issues (Course Content); *Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Politics of Education

IDENTIFIERS- *New Zealand; *Peace Education

This paper reports that the story of peace education in New Zealand has been one of extremes. While there has been some interest in the subject for decades, it was only in the 1980s that there was any serious activity and widespread debate. In 1984, the conservative National government, which had ruled the country for 9 years, was replaced by a Labour government. An important part of the new Labour government's policy was a strong commitment to a nuclear free New Zealand. As a part of this commitment, there was a strong effort, particularly from 1984 to 1987, to introduce peace education into New Zealand schools. This efforts proved to be extremely controversial. A conservative government was elected in 1990 and the commitment to peace education from the government ended. However, regardless of the official position, peace education seems to have strong support in many quarters. (Contains 10 references.) (DB)

ED 358 009

SO 023 029

nature of assessment and evaluation of student learning that were provided or recommended. Because of textbook adoption policies and the support of national reform initiatives in art education, responsive publishers who dominate the textbook market in art can have a strong influence on what kind of art students have an opportunity to learn--and not. This influence exists even when, historically, textbooks have been less common instructional tools in elementary schools curricula than crayons or clay. Despite a concerted attempt on the author's part to treat the three goals of creating art, looking at art, and living with art equitably, thematically, and in increasingly complex ways over six grade levels, "Discover Art" emphasizes whole-group art production, the formal analysis of design elements, and much redundancy and repetition in the subjects that students are asked to view, think about, and express over the years. There is little attention to developing students' depth or understanding of art/artists in diverse cultural contexts and to art criticism. Despite these overall limitations, there are several worthwhile features and activities in "Discover Art" that other subject-area authors might find informative and useful. (Contains 50 references.) (Author/AA)

ED 358 031

SO 023 137

Putnam, Ralph T.; Reineke, James W.
Teaching and Learning Mathematics for Understanding in a Fifth-Grade Classroom. Elementary Subjects Center Series No. 91.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; *Grade 5; Intermediate Grades; *Mathematics Education; Student Attitudes; Student Educational Objectives; Teacher Attitudes; Teacher Role; *Teaching Experience; Teaching Methods

This report considers what it means for one teacher, Elaine Hugo, to teach mathematics for understanding. By looking closely at the goals Hugo has for her students and how these goals are reflected in how she talks about her teaching and what she does in the classroom, the authors explore what teaching for understanding means for her. The authors also look closely at a two-week unit on decimal fractions. Prior to and after this unit six target students were interviewed about their knowledge of decimals. In spite of Hugo's extensive knowledge of mathematics and concern that her students understand the mathematics they study, only two of the six target students showed different ways of thinking about decimals after the decimals unit. The authors conclude that teaching for understanding is a complex process. This complexity arises from many questions teachers trying to teach for understanding must address. These questions include what content should be taught in elementary mathematics classes, what it means to understand something, and what instructional techniques should teachers use. (Author)

ED 358 032

SO 023 138

Brophy, Jere; VanSledright, Bruce A.
Exemplary Elementary Teachers' Beliefs about Social Studies Curriculum and Instruction. Elementary Subjects Center Series

Yoder, John H.

In Search of Good Teaching: Perceptions of Teachers in Botswana.

PUB DATE- 92

NOTE- 26p.; For related documents, see SP 034 490-491.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Techniques; Developing Nations; Education Majors; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Personality Assessment; Preservice Teacher Education; Questionnaires; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Qualifications; *Teaching Skills

IDENTIFIERS- *Botswana

This study seeks to identify classes of characteristics cited by education students (N=54) at the University of Botswana as contributing to the perceived effectiveness or ineffectiveness of their own primary school teachers. Respondents provided demographic information about themselves and the identified teachers, and they rank-ordered 14 different teacher characteristics in 1 of 3 classes of teacher variables (personality/relationship, instruction, or class management) in terms of the contribution of these variables to the perceived effectiveness or ineffectiveness of the identified teachers. Open-ended responses about factors which contributed toward effectiveness or ineffectiveness were also solicited. The pattern of the responses is compared by age, sex, teaching experience, and level of qualifications of the primary school teachers and by the characteristics of the respondents. A summary of generalizations made on the basis of the findings suggests that knowledge of subject and an ability to present good lessons are at the heart of good teaching; however, the absence of appropriate personality or relationship skills precludes the perception of instructional competence. Whether or not questions were asked in a forced-choice or free-response format appeared to influence the nature of the responses. Eight tables display questionnaire results in tabular form. (Contains 20 references.) (Author/LL)

ED 358 051

SP 034 490

Yoder, John H.

"Good" Teaching in Context: Factors Contributing to Perceived Effectiveness and Ineffectiveness of Primary Teachers in Botswana.

PUB DATE- 92

NOTE- 22p.; For related documents, see SP 034 489 and SP 034 491.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; Context Effect; *Cultural Context; Demography; Developing Nations; Educational History; Education Majors; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Personality Assessment; Preservice Teacher Education; *Role of Education; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teaching Experience; Teaching Skills

IDENTIFIERS- *Botswana

It is hypothesized that the educational, cultural, and historical context in which education takes place, especially in a

reform, stimulated by the emergence of projects and initiatives engaged in during the development of new standards. The publication is organized into five sections. The first section provides a brief discussion of the idea of a standard together with a definition that indicates the generally pragmatic cast of the paper. Section 2 describes and compares three models of educational reform--the systemic reform model, the professional model, and the reform network model. Each of these employs standard setting as a central and distinctive element. The third section contains a discussion of cross-cutting issues implicated in these models, focusing on normative and conceptual concerns in and the political dimensions and dynamics in standard setting. Section 4 presents a set of strategic approaches and scenarios through which various standard setting initiatives might be joined, thereby providing the firm, consistent guidance sought by policymakers. Section 5 offers some concluding observations that step outside the pragmatic frame to raise alternative perspectives on standard setting. An appendix provides Comer's nine components; guiding principles of the accelerated schools model; and nine common principles of the coalition of essential schools. (Approximately 125 references.) (LL)

ED 358 069

SP 034 549

Foxwell, Elizabeth

Making the Grade: Teacher Education's Role in Achieving the National Education Goals. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *College Role; *College School Cooperation; Elementary Secondary Education; Higher Education; Policy Formation; Preservice Teacher Education; Professional Associations; *School Community Relationship; Schools of Education; *Teacher Education Programs; *Teacher Role

IDENTIFIERS- American Association of Colleges for Teacher Educ; ERIC Digests; *National Education Goals 1990

The 1989 Charlottesville Education Summit of the nation's governors resulted in the National Education Goals which describe six priorities (readiness for school; high school completion; student achievement; world leadership in science and math; adult literacy; and safe, disciplined, and drug free schools) for public schools to achieve by the year 2000. As originally written, the goals did not include a distinct role for higher education nor did they acknowledge the importance of teachers to their success. Policy makers have begun to address the omission and have proposed an additional goal that calls for teachers to "have access to programs for the continued improvement of professional skills." This digest highlights initiatives taken by the teacher education community in support of achieving the goals. For example, the American Association of Colleges for Teacher Education recast the goals to reflect the involvement of teacher educators by adding strategies for learning to accompany each goal; higher education institutions have shaped the original six goals into programs that can help prospective teachers. The digest concludes with short descriptions of new approaches being undertaken by schools, colleges, and departments of education within the framework of

IDENTIFIERS- *Austin Independent School District TX; Hispanic American Students

An Austin, Texas, program regarding the identification and placement of Hispanic, limited-English-proficient (LEP) elementary school students is reported. They were assigned to one of three programs: bilingual education; English as a Second Language (ESL); or Language Arts Mastery Process (LAMP). The Austin Independent School District evaluated the effects of the placements based on data from central computer files and personal interviews. After 3 years of study the major findings were as follows: (1) the achievement of LEP students in LAMP exceeded that of students in both the bilingual and ESL programs in the first year, but subsequent years showed no distinct superiority of one program over the other two; (2) attendance and exit rates did not indicate any clear superiority for one program over the others; (3) students' language dominance appears to have changed little since original identification; (4) demographic characteristics of students in all three programs are very similar and have changed little during the 3 years; (5) after a large initial shift in 1989-90 from students being served in the bilingual program to the ESL and LAMP programs, little additional shift occurred in 1990-91; and (6) new procedures may prevent some false identification of students as LEP. Contains 4 references. (LB)

ED 357 619

FL 021 185

Italiano, Graciela; Rounds, Patricia
English as a Second Language Curriculum Resource Handbook. A
Practical Guide for K-12 ESL Programs.

PUB DATE- 93

NOTE- 379p.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Childrens Literature; *Curriculum Development;
Curriculum Guides; Elementary Secondary Education; *English
(Second Language); Financial Support; Guidelines; Instructional
Materials; Kindergarten; Language Tests; *Limited English
Speaking; Needs Assessment; State Standards; Textbook Selection

IDENTIFIERS- Content Area Teaching; Hawaii

Resources and strategies for teachers, administrators, and curriculum specialists working in K-12 English-as-a-Second-Language (ESL) programs are presented in this handbook. The book is designed to provide information on the background of ESL programs as well as current information on publications, standards, and special materials. Contents are divided into the following sections: (1) Curriculum development in the subject ("Current Trends in ESL Curriculum," by Else V. Hamayan; "Assessing Student Needs," by Carolyn T. Linse; Funding Curriculum Projects; "Outline of Topics and Skills Covered in Teaching ESL K-12," by Linda New Levine; "State-Level Curriculum Guidelines: An Analysis," by Phillip C. Gonzales; State-Level Curriculum Guidelines: A Listing; and "Testing as an Assessment Tool," by Mark S. Patkowski); (2) Curriculum guides and supplementary materials ("Recommended Curricular Materials," by Lenora Cook; "Ideas for Special Projects," by Dorothea B. Hickey; and "Children's Trade Books: A Guide to Resources," by Violet Harris); and (3) Textbooks, classroom materials, and other resources (Curriculum Material Procedures); Statewide Textbook Educational Materials; and Kraus Curriculum Development Library Customers). Appended is a

Sierra, J.; Olaziregi, I.

EIFE 2: Influence of Factors on the Learning of Basque. Study of the Models A, B, and D in Fifth Year Basic General Education. Glotodidaktika-Lanak 33.

PUB DATE- 89

NOTE- 55p.; For related studies, see FL 021 238-240. Color graphics may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basque; *Bilingual Education; Comparative Analysis; *Curriculum Design; Elementary School Students; Foreign Countries; Grade 5; Intermediate Grades; *Language Maintenance; *Language of Instruction; Language Research; Models; *Native Language Instruction; Second Language Learning; Spanish Speaking; Surveys; Uncommonly Taught Languages

IDENTIFIERS- *Spain

This study on Basque language learning is part of a project investigating alternative curriculum designs to promote native language maintenance in the Basque Country of Spain. This study measured the level of Basque and Spanish of fifth-graders (n=586 divided among 167 classrooms) in three program models (Basque taught as a second language--Model A, Spanish-Basque bilingual--Model B, and instruction primarily in Basque--Model D) in 1987; studied factors influencing the learning of the languages; compared the new data with that of 1983-84; and examined the bilingual model in greater depth. (MSE)

ED 357 640

FL 021 240

Sierra, Josu; Olaziregi, Ibon

EIFE 3: Influence of Factors on the Learning of Basque. Study of the Models A, B, and D in Second Year Basic General Education. Glotodidaktika-Lanak 36.

PUB DATE- 91

NOTE- 59p.; For related studies, see FL 021 238-240. Color graphics may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basque; *Bilingual Education; Comparative Analysis; *Curriculum Design; Elementary School Students; Foreign Countries; Grade 2; *Language Maintenance; *Language of Instruction; Language Research; Models; *Native Language Instruction; Primary Education; Second Language Learning; Spanish Speaking; Surveys; Uncommonly Taught Languages

IDENTIFIERS- *Spain

This study on Basque language learning is part of a project investigating alternative curriculum designs to promote native language maintenance in the Basque Country of Spain. This study, similar in design to an earlier study, measured the level of Basque and Spanish of second-graders (n=1,196 from 301 classrooms) in three program models (Basque taught as a second language--Model A, Spanish-Basque bilingual--Model B, and instruction primarily in Basque--Model D) in 1988; studied factors influencing the learning of the languages; compared the new data with that of 1983-84; and examined the bilingual model. The study focused on the influence of students' home language (Spanish or Basque) and other social and demographic factors on the educational model. (MSE)

ED 357 641

FL 021 244

Anderson, Neil J.

reference includes a title followed by information on the subject and suggestions for additional references and information sources. Ready references may also consist of a form or forms designed to assist the Student Loan Officer or Financial Aid Administrator in the processing and maintenance of Guaranteed Student Loan Program records and requirements. The ready references are organized into five sections: Section I offers an overview of CSLP; Section II, on the lender, has nine subsections covering the following topics: origination process, loan servicing, repayment, collections procedures, consolidation, refinancing, the program review process, and record keeping requirements; Section III, on the school, contains seven subsections on borrower eligibility, application process, delivery of loan process, enrollment status, refunds, the program review process, and record keeping requirements; Section IV is a glossary and Section V an index. (JB)

ED 357 664

HE 026 359

Kramer, Martin; And Others

National Commission on Responsibilities for Financing Postsecondary Education. Final Report. Background Papers and Reports.

PUB DATE- Apr 93

NOTE- 168p.; For Final Report of the Commission, "Making College Affordable Again", see ED 351 995.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - General (140), Collected Works - General (020)

DESCRIPTORS- Case Studies; *Educational Finance; *Educational Legislation; Federal Aid; *Financial Support; Foreign Countries; Higher Education; *Policy Formation; Private Financial Support; State Aid; *Student Financial Aid; Trend Analysis

IDENTIFIERS- National Commission Financing Postsecondary Educ

This collection of reports analyzes the roles and responsibilities of the major participants in the financing system for postsecondary education. The six papers present: (1) a conceptual basis for the roles of the various parties in postsecondary education finance and a description of changes in these roles and the difficulties posed for longitudinal data; (2) an examination of trends in the proportion of higher education costs borne by federal, state, and local governments, philanthropy, the family, and other sources from 1950 to 1990; (3) a comparison of postsecondary financing systems in the United States and 10 other countries; (4) case studies of 5 federal programs showing how laws, regulations, and program practices operate to discourage federal human resource program beneficiaries from pursuing postsecondary education and training; (5) a discussion of proposals to adjust the current trend analysis models and improve the student aid delivery system pending before Congress in the last reauthorization of the Higher Education Act; and (6) a proposal for policy remedies including consolidation of federal programs and simplifications in need analysis to reduce the complexity of the financial aid process. Papers and their authors are as follows: "Changing Roles in Higher Education Financing" (Martin Kramer); "Trends in Paying for Higher Education, 1950-1990" (Arthur Hauptman and David Rose); "Postsecondary Education Financing: International Comparative Models" (Melora Sundt); "Problems in Coordinating Federal Student Assistance with Other Federal Income Support and Human Resource Programs" (Lawrence N. Gold); "Need Analysis and Delivery: Options and Issues" (Ruth Beer Bletzinger); "The Final Report of the Vermont Task

Merisotis, Jamie

A Review of the Level and Quality of Information Resources and Programs Available to Students and Parents. Symposium on Information Resources, Services, and Programs. Background Paper Number Two.

PUB DATE- May 90

NOTE- 44p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Access to Education; College Choice; *College Preparation; *Economically Disadvantaged; Educational Counseling; Higher Education; Information Dissemination; *Information Needs; Information Services; *Minority Groups; Models; *Parent Role; Paying for College; *Post High School Guidance; School Holding Power; Student Financial Aid

This paper discusses the key role of information in helping minority group parents and students gain access to postsecondary education and offers a descriptive framework for understanding information needs and availability. The framework is a taxonomy of the kinds and types of information needed by students and parents in order for the student to successfully enroll in and complete postsecondary education, and the ways in which these needs change over time. The framework is largely based on the Donald Hossler model, which suggests that information needs may be catalogued into one of two categories: academic and financial. Academic information may be broken down into curriculum requirements and performance requirements. Financial information breaks down into three types: (1) the cost of college and the necessary planning and preparation needed to pay for college; (2) the returns education offers for those who complete in their program of study; and (3) the availability of financial aid for students. Research on information availability indicates that systems often do not take student and parent information needs into account, that students and parents are dissatisfied with the information they do receive, and that access to information resources and services may be more limited for low income high school students. (JB)

ED 357 686

HE 026 433

Hexter, Holly

A Description of Federal Information and Outreach Programs and Selected State, Institutional and Community Models. Symposium on Information Resources, Services, and Programs. Background Paper Number Three.

PUB DATE- May 90

NOTE- 75p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; *Access to Education; *Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Higher Education; Intervention; *Minority Group Children; Program Descriptions; Program Design; Program Effectiveness; *School Community Programs; *State Programs

IDENTIFIERS- Arizona; California; Mississippi; New York; Ohio; Texas; TRIO Programs; Washington; Wisconsin

This paper describes state, institutional, and other community-

Administration; Colleges; Comparative Analysis; Educational Change; Financial Exigency; Higher Education; *Institutional Survival; *Retrenchment; Universities

This report examines the change process at a regional university in achieving a higher level of excellence in all its programs and activities. Results from 30 interviews are discussed in explaining how this university endured a major retrenchment and survived and thrived while simultaneously contributing to the surrounding community's economic development. The change process is discussed in terms of two types of "voices" or change perspectives: (1) the corporate voice, or that perspective representing active, resource management relying on established hierarchical relationships to achieve specified outputs; and (2) the democratic voice, or that perspective viewing the organization as a collection of valuable and interdependent moral communities where outcomes include the personal transformations experienced during dialogical interactions and improvements in social justice and overall quality of life within the communities. The interview results indicate that the university was well-served by "dialogical selves," i.e., those individuals who understood both corporate and democratic voices and who managed the tensions between them in creative and positive ways. Likewise, the university was weakened by "mono-selves," i.e., those individuals who focused exclusively on either their corporate or democratic voices. Contains 28 references. (GLR)

ED 357 705

HE 026 455

Goodsell, Anne S.; And Others

Collaborative Learning: A Sourcebook for Higher Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 175p.; Areas of very faint type appear sporadically.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)

DESCRIPTORS- Annotated Bibliographies; Class Activities; *College Instruction; *Cooperative Learning; Educational Methods; Elementary Secondary Education; Higher Education; Instructional Improvement; *Instructional Innovation; Learning Strategies; *Program Development; Program Evaluation; Program Implementation; Student Evaluation; Undergraduate Study

This sourcebook contains nine papers on various aspects of collaborative learning for students with emphasis on college level instruction (though some material relevant to secondary elementary education is also included). Contributors address what collaborative learning is, how is it implemented, how to assess it, and where it is used. Each section of the sourcebook contains an annotated bibliography, as well as a general bibliography containing the references cited in the articles reprinted in that section. Articles and their authors are as follows: "What Is Collaborative Learning?" (Barbara Leigh Smith, Jean T. MacGregor); "Collaborative Learning and the 'Conversation of Mankind'" (Kenneth A. Bruffee); "Collaborative Learning and Positive Change in Higher Education" (Karl A. Smith, David W. Johnson, Roger T. Johnson); "Collaborative Learning: Reframing the Classroom" (Jean T. MacGregor); "Teachers and Learning Groups: Dissolution of the Atlas Complex" (Donald L. Finkel, G. Stephen Monk); "Why Some Groups

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Planning; Educational Finance; Enrollment;
*Futures (of Society); Higher Education; Institutional Role;
Long Range Planning; *Organizational Objectives; *State
Universities; Statewide Planning

IDENTIFIERS- *State University of New York

This publication presents a plan for the State University of New York's (SUNY) system that looks at the university's role, responsibilities, and resources as they evolve into the next century. The plan is presented by the Trustees and was developed by a board-based advisory committee. It addresses major issues facing society: equality, justice, prosperity, and equity as well as the practical challenges of changing a large institution to meet the demands of the next decade. Following an excerpt from the SUNY mission statement and letters from the Chairman of the Trustees and the Chancellor is a paper describing SUNY's current status structurally, financially, and educationally. Another essay reviews the history and context of the SUNY system. A section titled "Vision for the Future" outlines the SUNY mission in the coming century as the base of research and knowledge on which the state depends and as an institution offering every New Yorker access to the finest possible education. The section following outlines the goals and strategies for that vision in terms of access, undergraduate education, graduate education and research, state needs, and management. Projected enrollment demand for 2000 is considered next, and an analysis of resources and a proposal for planning for the turn of the millennium conclude the document. (JB)

ED 357 723

HE 026 478

SUNY 2000. College Expectations: The Report of the SUNY Task Force on College Entry-Level Knowledge and Skills.

PUB DATE- Oct 92

NOTE- 95p.; For related documents, see HE 026 477-491.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; College Admission; *College Bound Students; College Freshmen; Educational Assessment; Higher Education; High Schools; Language Skills; State Universities; Study Skills; *Teacher Expectations of Students; Thinking Skills; Writing Skills

IDENTIFIERS- Authentic Assessment; *State University of New York

This document reports on the work of a task force charged with formulating recommendations on the kind of preparation an incoming student should have to assure successful entry to and completion of the freshman year of study at the State University of New York (SUNY). In addition, the task force was asked to specify what program of study and forms of assessment would enable the University to determine potential student qualifications. The task force recommends that students preparing to enroll in college should have entry-level skills in the areas of academic and personal support, information management, and communication, and should also have analytical or problem-solving skills. Entry-level knowledge should include humanities, arts, foreign languages, natural sciences, mathematics and technical studies, social sciences, and history. Each of these knowledge and skill areas are discussed in detail in the body of the report. The task force strongly endorses "performance-based" assessment which attempts to evaluate students by processes similar to those found in the work place. Also recommended are the establishment of a

(3) place in parent agency; (4) staff; (5) powers and duties; (6) depository libraries; (7) documents distributed; (8) exchanges and out-of-state distribution; (9) dissemination of cataloging data; (10) microforms; (11) state agencies and their duties under depository laws; (12) current checklist; (13) publications other than the checklist; (14) budget; (15) outstanding features of the program; (16) major problems of the program; (17) current projects being emphasized; (18) workshops and special programs; (19) councils or advisory boards; (20) hopes for the future; and (21) name of person completing survey. Ten of the state reports are updates to the 1980 publication that this work supplements; 10 of the reports are from states which have not previously reported. States reporting are Arizona; Arkansas; Colorado (update); Idaho (update); Illinois; Kansas (update); Kentucky; Massachusetts (update); Michigan; Minnesota; Nebraska (update); New Mexico (update); North Dakota; Oregon; Rhode Island (update); South Dakota; Tennessee (update); Texas (update); Virginia (update); and Wyoming. (KRN)

ED 357 741

IR 054 432

Hoss, Madeline M.; Ropp, Carol G.
Conversations with Mathematicians.

PUB DATE- Jul 92

NOTE- 17p.; Materials for a presentation given at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Reference Materials - Bibliographies (131), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bibliographies; *Course Integrated Library Instruction; High Schools; Learning Resources Centers; Library Skills; *Mathematics; Resource Materials; School Libraries; *Secondary School Mathematics; Thinking Skills

This document is made up of materials supporting a presentation about a program designed to encourage freshman and sophomore high school mathematics students to use the school library to research famous mathematicians. The handouts that compose the document are: (1) a description of the assignment, "Conversations with Mathematicians"; (2) a list of mathematicians to be researched; (3) a bibliography for student researchers; (4) a worksheet and recommended resources on using the library for mathematics; (5) a list of the "Librarian's Ten Commandments"; (6) a brief paper describing a systematic approach to teaching critical thinking skills written from the point of view of the media specialist; and (7) a bibliography of 24 recommended books for research on famous mathematicians. (KRN)

ED 357 742

IR 054 434

Cook, Terry

The Archival Appraisal of Records Containing Personal Information: A RAMP Study with Guidelines.

SPONS. AGENCY- International Council on Archives, Paris (France).

PUB DATE- Apr 91

NOTE- 101p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Bibliographic Databases; Comparative Analysis; Educational Resources; Indexes; Junior High Schools; Junior High School Students; *Middle Schools; *Online Searching; Online Vendors; *Optical Data Disks; Periodicals; Questionnaires; Search Strategies; *Student Attitudes; User Satisfaction (Information); Use Studies

IDENTIFIERS- Cobb County Public Schools GA; InfoTrac System; Middle School Students; Student Surveys

This purpose of this study was to determine which periodical index--InfoTrac or EBSCO Magazine Article Summaries--is the most appropriate for use by middle school students preparing required research projects. The study population consisted of randomly selected sixth, seventh, and eighth grade students (N=50) in a Cobb County (Georgia) middle school. After students were interviewed, the researcher searched both databases, and the number of article citations found on each database was recorded. Findings showed that InfoTrac had higher citation rates for subject index searching, while EBSCO Magazine Article Summaries gathered more citations on keyword searching for topics searched. Of the students surveyed, 26 (52 percent) preferred using EBSCO's index, while 24 (48 percent) preferred using InfoTrac's index. The middle school students who were surveyed liked searching both CD-ROM periodical indexes for articles to use in their research projects. Reasons for student preference ranged from differences in monitor screen size and color to user screen layout and keyboard characteristics. In addition, EBSCO's strength was found to be its abundance of full text articles retrieved on a keyword search, while InfoTrac's strength lies in its comprehensive subject heading index. An index sign-up sheet, the student interview instrument, and product descriptions are appended. (Contains 11 references.) (GLR)

ED 357 763

IR 054 575

Library Technology Grants Awarded To Support Networking and Resource-Sharing Activities, Fiscal Year 1992.

PUB DATE- 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstracts; *Academic Libraries; Demonstration Programs; Federal Aid; *Federal Programs; *Grants; Higher Education; Library Automation; *Library Development; Library Facilities; Library Networks; Library Services; Online Systems; Program Descriptions; *Resource Allocation; Shared Library Resources

This report provides an annotated listing of 30 institutions receiving grants from the U.S. Department of Education under the College Library Technology and Cooperation Grants Program during 1992 in the following four categories: (1) networking grants; (2) combinations grants; (3) services to institutions; and (4) research and demonstration. These awards support networking and resource-sharing activities and are made primarily to academic libraries, although state and public libraries and other non-profit organizations are eligible. Also included are several institutions receiving grants under the categories of (1) non-competing continuations, and (2) biotechnology education information demonstration project

a process to achieve them. Five strategic priorities were identified: (1) sustain and strengthen academic quality for students by adding at least 25 full-time faculty members, upgrading the library, ensuring student access to current computer technology, incorporating up-to-date technologies into the learning process, maximizing transfer opportunities, expanding local public higher education opportunities, keeping laboratory equipment current and in good repair, and improving student tracking systems; (2) keep career training up-to-date by responding to the needs of area businesses, developing new programs, creating customized training programs, developing internships, keeping instructional equipment current, and providing specialized counseling and retraining programs for adults; (3) maintain an open-door policy by stabilizing resident tuition, providing more financial assistance, expanding off-campus services, strengthening recruitment efforts, providing full handicapped access, utilizing low-cost facilities, upgrading LCC's educational television programs, and increasing the range of cultural and intellectual events on campus; (4) protect the taxpayers' investment in LCC's facilities by increasing maintenance and renovation efforts, maximizing cost controls, expanding the library, and repairing the Performing Arts Center; and (5) guarantee stable financial performance through continued internal controls, maintaining sufficient reserves, attracting grants, and restoring the appropriate balance among state, local, and tuition funding. To fulfill these priorities, LCC will seek a 1.5 mill issue in November 1991. (MAB)

ED 357 781

JC 930 263

National Coalition of Advanced Technology Centers Proposal to the Nation.

PUB DATE- 92

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Role; Community Colleges; Consortia; Cooperative Programs; Educational Innovation; Job Training; *Labor Force Development; Manufacturing; Mission Statements; Organizational Objectives; *School Business Relationship; Skill Centers; *Technical Education; *Technological Advancement; Technology Transfer; Two Year Colleges

IDENTIFIERS- *Advanced Technology Centers; *National Coalition of Advanced Technology Centers

In 1988, nine institutions operating advanced technology centers (ATC's) to provide workers with up-to-date technical skills formed the National Coalition of Advanced Technology Centers (NCATC). The center was established to increase awareness of ATC's, serve as a forum for the discussion and demonstration of new and underused technologies, develop and facilitate a resource exchange program, and establish partnerships between public and private entities to enhance the performance of ATC's. There are currently over 70 center and associate members of the NCATC, all of which share a commitment to workforce development and industrial modernization. To help define the role of community and technical colleges in this process, the NCATC has developed a proposal to the nation, suggesting that NCATC members: (1) lead the establishment of training programs for high skill workplaces; (2) be the first choice to develop college extension programs in industrial and manufacturing technology; (3) facilitate the transition of science and math

directly integrated into the technical areas. Next, the booklet describes San Joaquin Delta College's Communication Skills Division--Basic Skills Program. The main teaching method used in courses entails the diagnoses of students' individual remediation needs and learning style and the prescription of appropriate lessons and learning approaches. An external program evaluation revealed significant gains in students' basic skills, retention rates, and feelings of success. Finally, Los Angeles Trade Technical College's (LATTC's) Model for Tech Prep/Articulation is described, emphasizing such key elements as the development of a portfolio of achievement to track student progress through each step of articulation. LATTC has articulated printing, automotive mechanics, electronics, construction technology, and drafting programs with selected high schools and has been working with four-year colleges to facilitate transfer. (AC)

ED 357 798

JC 930 280

Grant Writing: Vocational Education Resource Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 38p.; Project supported by funds from the Carl D. Perkins Vocational Education and Applied Technology Act (Title II, Part A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; Educational Finance; Federal Aid; *Financial Support; Fund Raising; Grants; *Grantsmanship; Guidelines; *Program Proposals; *Proposal Writing; *State Aid; Two Year Colleges

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty in obtaining direct funding grants to enhance vocational education programs and services, this Vocational Education Resource Package (VERP) provides guidelines for writing grant proposals. The VERP is tailored for programs requesting funds from the California Community Colleges or other federal or state agencies. After providing background information on the VERP series, the booklet presents overall tips on proposal writing, underscoring the importance of brainstorming, breaking down the task of proposal writing into manageable pieces, and including appropriate and documented references. The next section explains the Request for Proposal (RFP) process, including a hypothetical RFP, an outline of the RFP format, and a list of tasks to complete before beginning to write the proposal. Next, section-by-section guidelines for writing the technical proposal are presented, focusing on the cover page, abstract, table of contents, introduction/needs statement, goals and objectives, procedures/activities, timeline, project management, locations and facilities, evaluation, dissemination, statement of compliance, and appendixes. Tips and examples are provided for most sections. The final sections offer assistance in preparing the cost proposal and detailed budget, a checklist of major issues and components, stylistic recommendations, and a list of resources. (AC)

ED 357 799

JC 930 282

Labor Market Assessment of Pharmacy Technicians for the Eastern Iowa Community College District.

Yao, Min

Assessing Student Outcomes via Follow-Up Survey: Training Effectiveness of Vancouver Community College.

PUB DATE- 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Graduates; *College Outcomes Assessment; College Transfer Students; Community Colleges; *Dropouts; *Employment Patterns; Followup Studies; Foreign Countries; Graduate Surveys; Job Training; Participant Satisfaction; *Student Characteristics; Two Year Colleges; *Vocational Education

IDENTIFIERS- Vancouver Community College BC

As a means of obtaining information on educational outcomes and quality, Vancouver Community College (VCC) conducts annual follow-up surveys of former students, using one instrument for program completers and another for discontinuants (dropouts). For the 1990-91 survey, 3,685 graduates were surveyed 9 months after program completion, and 1,007 discontinuants were surveyed 1 month after a withdrawal record appeared in the students' record. The survey sought information on former students' characteristics, training-related work experience before coming to VCC, financial sources for education, main objective for enrolling in an occupational program at VCC, the extent to which students met their objectives, employment status/rate, reasons for unemployment, reasons for not being employed in training-related fields, quality of preparation for employment or transfer, usefulness of VCC training, quality of equipment, transfer problems, educational plans, and overall rating of VCC training. Study findings, based on responses from 32% of the program completers and 25% of the discontinuants, included the following: (1) 55% of the graduates attended VCC to learn the skills needed for a job, and 17% attended to improve existing job skills; (2) 91% felt their objectives were met by attending VCC; (3) 55% of the graduates were employed full-time 9 months after graduation, and another 26% were employed part-time; (4) 84% of the graduates sought employment related to their training; (5) of the unemployed graduates, 21% reported that they needed more education or training to obtain jobs; and (6) almost all respondents rated their training as either definitely worthwhile (67%) or worthwhile to some extent (30%). (AC)

ED 357 816

PS 020 422

St. Peters, Michelle; And Others

Media Use among Preschool Children as a Function of Income and Media Options.

PUB DATE- Apr 91

NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Asian Americans; Blacks; Cable Television; Day Care; Educational Background; Ethnicity; Family Characteristics; *Family Income; *Family Structure; Interviews; Mass Media Role; *Mass Media Use; Parents; *Preschool Children; Preschool Education; Socioeconomic Status; *Television Viewing;

development. Chapter 15 offers teaching strategies for child caregivers. Chapters 16 through 20 describe the characteristics and needs of newborns and infants, toddlers, preschoolers, school-age children, and children with special needs. Chapter 21 provides information on guidance and child behavior. Chapters 22 through 26 cover administrative topics of facility management, program organization, curriculum management, food service management, and finance management. The final chapter examines relationships among parents, community members, and education professionals. A little over half the document consists of appended materials. These include more than 100 teaching aids, tests for each chapter in the guide, and answer keys for the tests and for activities presented in the chapters. (TJQ)

ED 357 832

PS 021 229

Paul, Richard

The Logic of Creative and Critical Thinking.

PUB DATE- 91

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Processes; *Creative Thinking; Creativity; *Critical Thinking; *Intellectual Development; Logical Thinking; *Thinking Skills

This paper explores the intimate connection between creative and critical thinking, by arguing that both are inseparable in everyday reasoning. The details of the relationship between creative and critical thinking are worked out in relation to the processes of: (1) thinking through the logic of things; (2) taking command of reasoning and logic; (3) making fundamental assumptions about learning and knowing; (4) understanding the logic of concepts; and (5) understanding the logic of academic disciplines. The details of the relationship are also considered in the context of the logic of language; of questions; of student thinking; of teaching; of reading, writing, speaking, and listening; and of logic itself. The underlying theme of the paper is that intellectual discipline and rigor are involved in originality and productivity, and are inseparable aspects of excellence of thought. It is concluded that intellectual standards and discipline do not stand in the way of creativity, but provide a way to begin to generate it; and that intellectual work develops the intellect simultaneously as a creator and an evaluator. (SM)

ED 357 833

PS 021 233

Pascal, Christine

Advocacy, Quality and the Education of the Young Child.

PUB DATE- 23 Mar 92

NOTE- 16p.; Paper presented at the Worcester College Inaugural Professorial Lecture (Worcester, England, United Kingdom, March 23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Child Advocacy; *Child Caregivers; Child Welfare; *Early Childhood Education; *Educational Quality; Foreign Countries; Outcomes of Education; Politics of Education; *Preschool Teachers; *Professional Recognition; Public Policy;

making responsibility attributions. Students with avoidant motivational orientations reported lower ratings of the importance of academic success, scholastic competence, and hopefulness and reported greater conditionality of their fathers' support than subjects who endorsed effortful motivational orientations. Similar patterns for attributions and motivations regarding behavioral conduct were found. (MM)

ED 357 851

PS 021 371

Hardy, Cindy; And Others

Improving Sociometric Methods for Defining Friendship.

SPONS. AGENCY- Concordia Univ., Montreal (Quebec).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Mar 93

NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Elementary School Students; Evaluation Research; Foreign Countries; *Friendship; *Interpersonal Relationship; *Peer Relationship; *Sociometric Techniques

IDENTIFIERS- *Quality of Friendship; *Stability (Social Relationships)

Using a theoretical conceptualization of friendship as a context for development, this study evaluated modifications of standard sociometric procedures to assess friendship. A culturally diverse sample of 237 children in grades 3 through 6 completed two sociometric nominations over a 1-month period and rated the quality of their best friendship and their social competence. Sociometric nominations involved children's degree of friendship with their classmates; nominations were coded for mutuality and for stability of mutuality over the 1-month period. From the results of the study, it is concluded that: (1) the rates of stability of friendship observed were comparable to those reported in studies using standard sociometric techniques; (2) the techniques in this study permitted identification of good friendships; and (3) the assessment of short-term stability of mutuality of friendship enhanced the prediction of social competence, beyond the level achieved by the assessment of mutuality of friendship alone. (MM)

ED 357 852

PS 021 375

Philp, Hugh

Barbs in the Arrow: Explorations in Early Childhood Education and Care. The Bernard van Leer Foundation: 1965-1986.

PUB DATE- 89

NOTE- 271p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- *Day Care; *Demography; Disadvantaged; *Early Childhood Education; Financial Support; Foreign Countries; *Philanthropic Foundations; *Program Administration; Program Descriptions; Young Children

IDENTIFIERS- *Bernard van Leer Foundation (Netherlands); Program Characteristics; *Target Populations

Literacy"; (3) "The History of Family Literacy"; (4) "The Research: How Do We Know If Family Literacy Works?"; (5) "Building a Community Family Literacy Program"; (6) "Developing a State Family Literacy Initiative"; (7) "Challenge for the Family Literacy Movement"; and (8) "The Future of Family Literacy." (Contains 76 references.) (MM)

ED 357 870

PS 021 402

Chion-Kenney, Linda

Spotlight on Success: Early Childhood Symposium Proceedings (2nd, Atlanta, Georgia, October 1-2, 1992).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Cooperation; *Childhood Needs; *Child Welfare; Community Involvement; Coordination; Educational Policy; Kindergarten; Parent Education; *Parent Participation; Preschool Education; Primary Education; School Districts; *School Readiness; *Young Children

IDENTIFIERS- *Integrated Services; *Transition to School; United States (Southeast)

This document reports on a symposium on pre-school to school transition that was co-sponsored by the SouthEastern Regional Vision for Education (SERVE) and 13 other organizations and that brought together over 100 educators, human service providers, policymakers and business people to share their experiences in working to strengthen the transitions and linkages between pre-kindergarten and early elementary school. Programs featured in this symposium fell into four categories: (1) district-level programs; (2) school-based models; (3) comprehensive preschool models; and (4) parent involvement and education programs. The proceedings included three featured presentations on the topics of the changing demographics of the Southeast, the challenges and benefits of interagency collaboration, and the importance of seeking political support for improved practice. Appendices include the symposium agenda, a list of symposium sponsors, a list of promising programs and contacts, suggested readings on transition, and a list of conference participants. Order forms for SERVE products and services are provided. (MM)

ED 357 871

PS 021 403

Gaudin, James M., Jr.

Family Structure and Dynamics in Neglectful Families:

Implications for Intervention.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

PUB DATE- Mar 93

NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Neglect; Comparative Analysis; Early Intervention; Economically Disadvantaged; *Family

Phillips, Beeman N.
Educational and Psychological Perspectives on Stress in Students,
Teachers, and Parents.

PUB DATE- 93

NOTE- 274p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art
Materials (070), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Adolescent Development; Adolescents; Child
Development; Children; *Coping; Disabilities; *Elementary
School Students; Elementary Secondary Education; Family School
Relationship; *High School Students; Intervention; *Parent
Participation; Parents; School Community Relationship; Special
Needs Students; *Stress Management; *Stress Variables; Theory
Practice Relationship; Violence

IDENTIFIERS- Teacher Stress

This book, which consists of 12 chapters, deals with the crisis of stress in American schools, particularly the stress of students. The book: (1) examines ways of combating the debilitating stress of students; (2) frames the problem of stress in terms of the child, school, family, and community; (3) provides multiple perspectives on the problem of stress; (4) addresses conceptual and practical issues; (5) covers a breadth of school-related stress topics and supplies information on a wide range of stress interventions; (6) considers the stresses of different school subpopulations; and (7) integrates information from research and professional literature. Chapters 1 and 2 of the book review past school reforms and show why an emphasis on stress relief is needed in future school reforms. Chapters 3 and 4 look at the nature of stress, coping, and adaptational outcomes. The role of stress in different behavior settings is the focus of chapter 5, while chapter 6 reviews stress within a developmental framework. Chapter 7 looks at stress in special school populations, such as handicapped and overprivileged children, teenage mothers, and gay youth. Chapter 8 addresses the topic of stress in families with handicapped children. Chapter 9 discusses the stressor of violence in the family, school, and community. Chapter 10 considers what can be learned from children and adolescents who overcome great adversity. The stress of teachers is examined in chapter 11, and chapter 12 discusses key tasks underlying successful stress intervention in schools. A reference list of approximately 600 items is provided. (BC)

ED 357 890

PS 021 505

Sugar, Max, Ed.
Female Adolescent Development. Second Edition.

PUB DATE- 93

NOTE- 256p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art
Materials (070), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- *Adolescent Development; *Adolescents; Body Image;
Cognitive Development; Cultural Influences; Delinquency; Early
Parenthood; Family Influence; *Females; Personal Autonomy;
*Physical Development; Psychiatry; *Self Concept; Sex

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *American Indian Education; Data Collection;
*Educational Research; Elementary Secondary Education; Higher
Education; Information Dissemination; Program Evaluation;
*Research and Development; *Research Needs

IDENTIFIERS- ERIC Digests; *Indian Nations At Risk Task Force;
*White House Conference on Indian Education

Two landmark efforts to describe the condition of American Indian and Alaska Native education nationwide and to call for specific solutions took place in the early 1990s. These efforts were the Indian Nations At Risk Task Force and the White House Conference on Indian Education. This digest summarizes Task Force and Conference recommendations concerning research, development, evaluation, and dissemination needs. Task Force members and Conference delegates recommended: (1) basic research on bilingualism and language development and on fetal alcohol syndrome and effects; (2) applied research on adult illiteracy in Native communities, current adult literacy programs, unmet needs and progress of Native students in higher education, elementary and secondary student enrollment and achievement, Native student strengths related to giftedness, and demography; (3) standardized methods of data collection and reporting, leading to a national database on Native education; (4) development work on alternative assessment or unbiased standardized tests, effective parent support programs, programs for exceptional American Indians and Alaska Natives of all ages, alcohol and substance abuse issues, student performance, and the unique abilities of Native applicants to teacher education programs; (5) evaluation to identify valuable programs and materials concerned with bilingual learning, parent support, and computers and other technologies; and (6) mechanisms for dissemination of research, development, and evaluation results. (SV)

ED 357 909

RC 019 138

Cahape, Patricia

The Migrant Student Record Transfer System (MSRTS): An Update.
ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Coordination; Databases; Educational Cooperation;
Elementary Secondary Education; *Information Services; Migrant
Children; *Migrant Education; *Student Records

IDENTIFIERS- ERIC Digests; Medical Records; *Migrant Student
Record Transfer System

Begun in 1969, the Migrant Student Record Transfer System (MSRTS) records, maintains, and transfers education and health information on over 600,000 migrant children in 49 states, the District of Columbia, and Puerto Rico. This information is used by local educators dealing with individual migrant students, and by local, state, and federal planners and evaluators. The mobility of migrant students creates unique problems related to discontinuity in their educational program and isolation from the community. These factors, plus poverty and linguistic and cultural barriers, contribute to a high dropout rate and a high rate of placement below grade level among migrant students.

Successful Secondary Programs and Training Models.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Dropout Programs; *Educational Strategies; Higher Education; *Migrant Education; *Migrant Programs; Migrant Youth; Program Descriptions; *Secondary Education; Special Needs Students; Summer Programs; Supplementary Education; Youth Programs

This report profiles 16 successful programs currently serving migrant secondary students and out-of-school youth. Background information describes instructional and support-service strategies that have been effective in migrant programs. Strategies include advocacy, assisted studies, career development, counseling, credit accrual, distance learning, English as a Second Language, extracurricular activities, flexible scheduling, leadership, mentoring, parental involvement, tutoring, and work-study. Program profiles include program components and program descriptions. When possible, a migrant youth who has benefitted from a specific program is profiled. Also included are a list of contacts and addresses for each program. All programs were designed to address the multiple needs of migrant students, whether it be credit deficiencies, limited English proficiency, teen parenting, child care, financial assistance, flexible scheduling, or student advocacy. (LP)

Farmworker Nutrition Education Resource Guide.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- May 93

NOTE- 123p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Agricultural Laborers; Family Health; *Farm Labor; *Health Education; *Health Materials; Health Promotion; Migrant Education; Migrant Programs; *Migrants; Nutrition; *Nutrition Instruction; Physical Health; Resource Materials

This guide describes publications and other resources suitable for use in a nutrition-related health education program for migrant farmworkers and their families. Materials were selected to serve farmworker populations with low literacy levels or limited knowledge of English. Included are pamphlets, manuals, videos, fact sheets, and booklets produced by: migrant health centers; migrant Head Start programs; farmworker employment and training programs; cooperative extension offices; and federal, state, and private agencies. Each entry includes title and date; publisher and address; format; language (English, Spanish, Creole, Vietnamese, Chinese, Portuguese, Cambodian, Laotian, Hmong, Thai, and Filipino); target audience; price;

students' successful solving strategies have to be known in order to decide whether a test item is valid or not. It was noted that most students successfully applied problem-solving strategies that were not presented in chemistry textbooks. The test items developed in the study and the problem solving strategies observed may be used to introduce students to stoichiometric calculations. (Author)

ED 357 947

SE 053 040

Anderson, Thomas H.; And Others
A Text Analysis of Two Pre-Secondary School Science Activities.
Technical Report No. 552.

PUB DATE- Apr 92

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Content Area Writing; Elementary Education;
*Elementary School Science; Learning Activities; Middle
Schools; Models; *Science Activities; Science Education;
Science Instruction; Solar Energy; *Textbook Content; Water;
Water Treatment; *Writing Evaluation

IDENTIFIERS- Text Characteristics

Two typical science activities found in textbooks for elementary and middle school students were analyzed to determine the quality of the written text and the integrity of the science represented in the activity. Each activity was performed and critiqued from a number of perspectives. The framework used to compare and contrast these activities is recommended as useful for curriculum designers, textbook selection committees, and classroom teachers. (Author)

ED 357 948

SE 053 071

Scientific and Technical Education Act of 1992. Report (To
Accompany H.R. 2936). Including Cost Estimate of the
Congressional Budget Office. House of Representatives, 102d
Congress, 2d Session.

PUB DATE- 30 Apr 92

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Curriculum Development; Demonstration Programs;
Federal Aid; *Federal Legislation; *Improvement Programs;
Instructional Improvement; Postsecondary Education; School
Business Relationship; *Science and Society; Science Education;
Teacher Centers; *Technical Education; *Two Year Colleges

IDENTIFIERS- Congress 102nd; National Science Foundation;
Proposed Legislation

The House Committee on Science, Space, and Technology recommends that the Scientific and Technical Education Act of 1992 be passed as amended. In order to improve scientific and technical education at associate-degree-granting colleges, the bill authorizes the Director of the National Science Foundation (NSF) to make grants to institutions for the following purposes: enhancing programs of study in scientific and advanced technology fields; establishing regional "centers of excellence" to serve as clearinghouses and models for other associate-degree-granting institutions; forming partnerships with bachelor-degree-granting institutions to assist the transition of students transferring from two-year colleges; and establishing partnerships between associate-degree-granting

previously held beliefs about impetus. While a few subjects came to deny prior internal-force and curvilinear impetus beliefs, none of them fully denied the notion of dissipation, in which an object's initial speed "peters out." (Author)

ED 357 966

SE 053 228

Thiele, Rodney B.; Treagust, David F.
Analogies in Senior High School Chemistry Textbooks: A Critical Analysis.

PUB DATE- 92

NOTE- 19p.; Paper presented at the ICASE Research Conference in Chemistry and Physics Education (Dortmund, Germany, June 10-12, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Chemistry; *Cognitive Development; Concept Formation; Constructivism (Learning); *Content Analysis; Foreign Countries; High Schools; Science Education; *Secondary School Science; *Textbook Content; *Textbook Evaluation

IDENTIFIERS- *Analogies; Australia

Analogies are considered an effective method for providing a bridge between unfamiliar concepts and knowledge that students already have. This paper reports a critical analysis of analogies found in chemistry textbooks used by Australian senior high school students and is presented in three sections. The first section of the paper presents the definition of analogy and discusses different types of analogies, their use in teaching, and potential constraints to their effective use. The second section reports a two-part study of 10 chemistry textbooks. A content analysis indicated that 93 analogies were found in the 10 textbooks; compared the frequency of analogy use for particular targeted content areas; identified textbook authors' incorporation of instructional strategies that aim to directly assist the student to use analogies to aid understanding; and examined the type of analogies used most frequently in the textbooks. Secondly, interviews were conducted with the authors of 7 of the 10 textbooks to solicit views held by the authors concerning: analogy use; reasons for inclusion or exclusion of analogies; and changes the author would make to a later edition of a textbook. Conclusions reported in the third section indicated that: (1) authors assumed classroom teachers would effectively use the analogies, despite no evidence that teachers have pedagogical content knowledge in this area; (2) the frequency of analogy inclusion implies an unwillingness by authors to use analogies in textbook situations; and (3) the authors are unfamiliar with research guides regarding analogy presentation results. A list of 21 references and an appendix of the textbook titles are provided. (MDH)

ED 357 967

SE 053 229

Excellence in Science Teaching. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, Second Session.

PUB DATE- 15 May 92

NOTE- 100p.; Some pages contain very small print.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Change; *Educational Quality;

environmental studies was chosen as the vehicle through which the situation that existed could be transformed to the desired outcome. The curriculum for this program was designed around the notion of utilizing local outdoor resources as both an extension of the classroom and a means to engage students actively in the learning process. The findings of the practicum were positive. Use of local outdoor resources was integrated successfully into the curriculum and proceeded to provide a uniquely successful instructional strategy. Since the results of this project were constructive, this model can be recommended to similar curricular applications. (Author/DB)

ED 357 987

SO 022 777

Shields, Anna Marshall
Teaching about Pearl Harbor. Curriculum Enhancement Series #1.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes; *History Instruction; *Instructional
Materials; Secondary Education; Social Studies; Stereotypes;
Teaching Methods; United States History; World History; *World
War II
IDENTIFIERS- *Japan; *Pearl Harbor

These materials consist of sample lesson plans for teaching about the Japanese attack on Pearl Harbor on December 7, 1941, in both U.S. and world history classes. The lesson plans challenge students to examine how current attitudes toward the Japanese may be rooted in World War II and Pearl Harbor. Selected bibliographies on Pearl Harbor, World War II, and contemporary Japan are included. (DB)

ED 357 988

SO 022 786

Olsen, Dale A.
An Introduction to Latin American and Caribbean Musics in
Florida: Multicultural Approaches in the Music Classroom.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141); Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Curriculum Enrichment;
Elementary Secondary Education; *Humanities; Interdisciplinary
Approach; *Latin American Culture; *Multicultural Education;
*Music Education
IDENTIFIERS- Caribbean; Florida

Because of Florida's rapidly growing ethnic populations, public school teachers of music and other disciplines in the humanities and fine arts in Florida must assess and adjust their curricula to include Latin American and Caribbean music and cultures in their programs. This will give curricular representation to a large percentage of Florida's population and will assist in creating cross cultural understanding among students in Florida's schools. This article is a musical cultural profile intended to introduce music teachers in Florida to the Latin American and Caribbean musical traditions of Florida, to challenge them to consider these important and growing musical minorities, and incorporate their actual sounds, via recordings, live performances, and student

Bjerstedt, Ake, Ed.

Education for Peace: A Conference Report from Kyoto. Peace
Education Reports No. 6.

PUB DATE- Dec 92

NOTE- 235p.; Report of the Sessions of the Peace Education
Commission at the International Peace Research Association
Conference (14th, Kyoto, Japan, July 27-31, 1992).

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Education; *Educational Change;
Educational Philosophy; Educational Research; Elementary
Secondary Education; Foreign Countries; Global Approach; Higher
Education; *International Education; *Peace; War

IDENTIFIERS- *Peace Education

Conference sessions of the Peace Education Commission (PEC), a
transnational network of people interested in peace education
and research related to peace education, are reported in this
document. Following an introductory overview of the conference
as a whole, the report is divided into four parts. The first
part contains three area studies; that is, papers reporting on
developments related to peace education in special geographical
areas. The second part includes three comparative studies, in
which comparisons are made between various countries or between
different time periods. The third part contains seven papers
covering such topics as linguistic rights, lifelong education,
nonviolence, and the World Bank. While the first three parts of
the report contain full papers (or substantial extracts of
papers), the fourth part presents 19 papers in brief abstract
or summary form. The titles and authors of the papers included
in the first three parts of the report are: Peace Education in
Japanese Universities (H. Fujita; T. Ito); Education for Social
Transformation in South Korea (J. Synott); Education for Global
Survival: Reflections Based on Some Swedish Experiences and
Examples (B. Thelin); Tragic Pages: How the GDR, FRG and Japan
Processed their War History: Lessons for Education for Peace
(R. Aspeslagh); Peace Education around the World at the
Beginning of the 1990s: Some Data from Questionnaires to
Ministers of Education and Members of the Peace Education
Commission (A. Bjerstedt); Peace Education in Britain and
Japan: A Comparison (T. Murakami); Linguistic Rights as Human
Rights (B. Brock-Utne); UNESCO Approaches to International
Education in Universities (D. Chitoran; J. Symonides); A Within
and Below Perspective on Lifelong Education (M. Haavelsrud); A
Teacher Training On-site Model on Peace Education (Q. Martin-
Moreno Cerillo); Raising Children towards Nonviolence (P.
Patfoort); The World Bank as Development Educator: Towards
Which Paradigm? (T. Swee-Hin; V. Floresca-Cawagas); and Peace
and International Education in School (R. Wahlstrom). (DB)

ED 358 010

SO 023 044

Houston, Carol

The Effect of Channel One Broadcasts on Middle School Achievement.

PUB DATE- 7 Dec 92

NOTE- 45p.; Submitted in partial fulfillment of the requirements
for ASE 579, Sam Houston State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Academic Achievement; Classroom Research; *Current
Events; *Discussion (Teaching Technique); Educational Research;
Junior High Schools; Junior High School Students; Middle

No. 93.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 235p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; Comparative Analysis; Cross
Cultural Studies; *Educational Change; Elementary Education;
Elementary School Teachers; Experiential Learning; *Social
Studies; *Teacher Attitudes; *Teaching Methods

This report presents detailed summaries of the responses of seven exemplary elementary teachers to a series of open-ended questions about effective social studies curriculum and instruction. The questions addressed the teachers' opinions about elementary social studies purposes and goals, content selection, and representation modes; forms and functions of teacher-student and student-student discourse; preferred activities and assignments; methods of assessing learning; and controversies currently being debated primarily by social studies scholars. Findings indicated that all of the teachers favored using a variety of content sources in addition to or instead of a textbook, engaging students in a variety of forms of teacher-student and student-student discourse in addition to or instead of traditional recitation, and engaging students in a variety of learning activities in addition to or instead of traditional worksheets. The teachers agreed with recent critics in viewing the social studies curriculum as thin, trite, and redundant in the primary grades, but they did not advocate eliminating or reducing instruction about families, neighborhoods, and communities or perhaps replacing this content with increased emphasis on history. Instead, they called for teaching the families, neighborhoods, and communities content more effectively through direct experiential learning and through comparisons with parallels in past and contemporary cultures, thus introducing a more comparative and global perspective. (Author/LBG)

ED 358 033

SO 023 139

May, Wanda T.

Art Experts' Views of an Ideal Curriculum. Elementary Subjects
Center Series No. 95.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 156p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Art Education; Attitude Measures; Comparative
Analysis; *Curriculum Development; Elementary Education;
*Teacher Attitudes; Teaching Methods; *Thematic Approach

This report summarizes and compares the views of six experts in art education concerned with teaching art for students' conceptual understanding at the elementary level. Two art education professors and three public school art specialists who teach art at the elementary level engaged in comprehensive written exercises to address issues related to curriculum, teaching, and evaluation in art education. In this report, experts examined the above issues from the perspective of an "ideal curriculum," that is, what curriculum, teaching, and learning ought to be in elementary art. They identified,

developing country, will result in a particular view of teaching effectiveness. This study, conducted at the University of Botswana, sought to identify classes of teacher characteristics that were considered to be contributors toward the perceived effectiveness or ineffectiveness of primary school teachers. Questionnaires elicited information from experienced primary teachers regarding characteristics of specific teachers who had taught them in primary school. In addition to demographic characteristics, 14 different teacher characteristics in one of three classes of variables (personality/relationship, instruction, or class management) were rank ordered in terms of their contribution to the perceived effectiveness or ineffectiveness of the identified teachers. Results suggest that "instructional" characteristics of teachers contribute more to perceived teaching effectiveness (but not necessarily ineffectiveness) than do personality or relationship characteristics. It is argued that the context in which teaching takes place (including especially the tacit purpose of education) colors the ways in which persons within that setting understand and evaluate teaching and learning and that attempts to improve teaching in developing countries must begin with an understanding of such perceptions and the context from which they have arisen. (Contains 34 references.) (LL)

ED 358 052

SP 034 491

Yoder, John; And Others

Elements of "Good Teaching": A Comparison of Education Students' Perceptions in Botswana, California, Finland and Zimbabwe.

PUB DATE- Mar 93

NOTE- 21p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Annapolis, MD, March 13-15, 1992). For related documents, see SP 034 489-490.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Context Effect; *Cultural Differences; Developed Nations; Developing Nations; Educational Philosophy; *Educational Practices; Education Majors; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; Questionnaires; *Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Skills

IDENTIFIERS- Botswana; California; Finland; Zimbabwe

The debate about what constitutes good teaching in the industrialized countries of the world tends to be carried over into the developing world without examining ways in which social and cultural contexts of the originating countries differ from those of the receiving ones. This study explores differences in perceptions of elementary education students in four countries (Finland, United States, Botswana, and Zimbabwe) and the extent to which effective classroom practices and teaching methodologies interact with social norms and expectations. Teachers in training (N=279) from the four countries completed a two-part questionnaire identifying their own most effective and ineffective elementary school teacher and rank-ordering 14 teacher characteristics in terms of how important they thought each of these to have been in contributing toward making this teacher seem effective. Results indicate broad agreement among respondents with respect to effective and ineffective teacher characteristics; disagreement was reflected in terms of educational traditions and social and

the six goals. (Contains 7 references.) (LL)

ED 358 070

SP 034 550

Ellis, Jacqueline; And Others

Actions for Health: Grade 1. Contemporary Health Series.

SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.

PUB DATE- 92

NOTE- 389p.; Several large classroom posters not included here.

For grades 2 and 3 materials in this series, see SP 034 551-552.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiovisual Aids; Charts; Class Activities;

Curriculum Guides; Environmental Influences; Family Life; Grade

1; *Health Education; *Health Promotion; Hygiene; *Learning

Activities; Lesson Plans; Nutrition Instruction; Primary

Education; Safety Education; *Skill Development; Substance

Abuse; Workbooks

This set of health education materials for Grade 1 includes a teacher's manual, student workbook, activity posters, student booklets, suggestions for a special event, and a booklet of letters for parents. The topics cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The lessons for Grade 1 focus on rewarding healthy behavior, self-esteem, and acceptance of diversity. (LL)

ED 358 071

SP 034 551

Ellis, Jacqueline; And Others

Actions for Health: Grade 2. Contemporary Health Series.

SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.

PUB DATE- 92

NOTE- 404p.; Several large classroom posters not included here.

For grades 1 and 3 materials in this series, see SP 034 550, SP 034 552.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiovisual Aids; Charts; Class Activities;

Curriculum Guides; Environmental Influences; Family Life; Grade

2; *Health Education; *Health Promotion; Hygiene; *Learning

Activities; Lesson Plans; Nutrition Instruction; Primary

Education; Safety Education; *Skill Development; Substance

Abuse; Workbooks

This set of health education materials for grade 2 includes a teacher's manual, student workbook, activity posters, student booklets, suggestions for a special event, and a booklet of letters for parents. The topics cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The focus of the lessons for grade 2 emphasizes a variety of communication skills, including the importance of understanding another person's

curriculum guide reprint, "Content Area Instructional Strategies for Students of Limited English Proficiency in Secondary Schools: A Sheltered Approach," from the Hawaii State Department of Education. (LB)

ED 357 620

FL Q21 189

Gebhard, Jerry G.

Exploring Practical Teaching Opportunities.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual International Meeting of the Teachers of English to Speakers of Other Languages (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *College Second Language Programs; Elementary Secondary Education; *English (Second Language); *Experiential Learning; *Feedback; Graduate Study; Higher Education; Internship Programs; Journal Writing; *Language Teachers; Masters Programs; *Preservice Teacher Education; Research Projects; Teacher Attitudes; Teacher Educators; Teaching (Occupation); Teaching Methods

IDENTIFIERS- *Indiana University of Pennsylvania

Ways that teacher educators can provide opportunities for novice teachers to develop their beliefs about teaching and learning and their teaching practices are discussed. It is suggested that practical teaching experience is essential to teacher development, but that teachers must also be able to process their experiences in ways that allow time to reflect on their teaching in a systematic way. The internship sites created for master's level TESOL program students at Indiana University of Pennsylvania are described. Focus is on one of these sites, the American Language Institute (ALI). Activities at the ALI include teaching and tutoring, peer observation, action research projects, supervisory conference, teaching journals, and seminar discussions. Each activity is described and issues related to them are examined, including difficulties in collaboration in the observation process. Contains 52 references. (LB)

ED 357 621

FL Q21 192

Ekstrand, Lars Henric

The Relation between Language, Affection, and Cognition in Bilingualism. Quantitative Assessments of the Interrelationships. Educational and Psychological Interactions No. 113.

PUB DATE- Dec 92

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Acculturation; *Affective Behavior; *Bilingualism; Child Development; *Cognitive Development; Emotional Development; Foreign Countries; *Language Acquisition; Language Research; Relationship; Second Language Learning
Assumptions of strong, causal relations between cognition, language, and affection are often made in general and in bilingualism in particular. This paper presents first a set of hypotheses concerning the relation between affection and language in bilingualism. One subset is concerned with language

Handbook for Classroom Testing in Peace Corps Language Programs.

Manual T0068.

PUB DATE- 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Feedback; *Language Skills; Language Tests; *Second Language Instruction; Second Language Programs; *Self Evaluation (Individuals); Student Role; *Testing

IDENTIFIERS- *Peace Corps

This manual provides instructors in Peace Corps language training programs with information about two kinds of classroom testing: formative, ongoing testing and summative testing that occurs at the end of an instructional period. The first of the manual's four chapters on the purposes of language testing, discusses language testing within a competency-based curriculum, language testing generally and within the Peace Corps, and the effect of testing on teaching and learning. Chapter 2 provides a progressive sequence of formative testing activities for the classroom. The role of language learners in providing feedback about their learning and self-assessment as an assessment tool are discussed in Chapter 3. How Peace Corps language instructors can prepare language learning portfolios is addressed in the last chapter. A list of language testing texts for use in classroom testing and four self-assessment checklists that could be of use within Peace Corps language training programs are appended. (Contains 12 references.) (JP)

ED 357 642

FL 021 268

Galloway, Ann

Communicative Language Teaching: An Introduction and Sample Activities. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Instructional Materials; Language Teachers; *Second Language Instruction; Second Language Learning; *Student Role; *Teacher Role; *Teaching Methods

IDENTIFIERS- ERIC Digests

This digest looks at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided. (VWL)

ED 357 643

FL 021 274

O Baoill, Donall P., Ed.

Acquisition of Irish as a First Language (Insealbhu na Gaeilge

Force" (The Vermont Task Force). (GLR)

ED 357 665

HE 026 411

Chambers, Ellie

The Role of Theories of Discourse in Course Design for Humanities
Distance Education.

PUB DATE- 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Cognitive Style; *Communication (Thought Transfer);

Course Evaluation; Course Organization; *Curriculum Design;

*Discourse Modes; *Distance Education; Foreign Countries;

Higher Education; *Humanities Instruction; Independent Study;

*Instructional Improvement; Linguistics; Sociology; Theories

In distance education to date, the nature of teaching and learning in all academic domains has largely been understood in terms of behaviorist theories, more recently drawing on cognitive science from which principles and models for course design have been derived. This paper takes as its starting point contemporary critiques of such 'traditional' approaches, and argues that these approaches have failed to engage with the concerns and practices of distance educators in the Humanities. A potentially more fruitful approach to the teaching and learning of the Humanities is proposed, derived from linguistic and sociological theories of discourse. On this view, study at undergraduate level is understood as entry into distinctive forms of academic discourse. Some implications for the design of Humanities courses are explored, including course aims and structure; study context; intermediate discourse; the processes of reading, speaking, and writing; and course evaluation. (Contains 23 references.) (Author/GLR)

ED 357 666

HE 026 412

Gaylord, Thomas A.; And Others

Fact Book 1993.

PUB DATE- May 93

NOTE- 250p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; College Administration; *College Faculty;

*College Students; Comparative Analysis; Degrees (Academic);

*Educational Facilities; *Educational Finance; *Enrollment;

Higher Education; *Institutional Characteristics; Institutional

Mission; Research; Statistical Data; Student Financial Aid;

Tables (Data); Tuition

IDENTIFIERS- *University of Alaska Fairbanks

This 1993 fact book provides historical and current information concerning the University of Alaska at Fairbanks. The book provides academic and assessment data, student enrollment data, and information on faculty and staff, financial budgets, research and public services, and educational facilities. Historical data includes, beside the institution's mission statement, information on the school's accreditation, administration, alumni association, international agreements, organizational structure, Board of Regents membership, principal research units, and existing interdisciplinary research programs. Statistical data, charts, and graphs comprise over 70 percent of the publication and provide detailed breakdowns that include the types and numbers of

based programs deemed exemplary (on the basis of design imperatives) for successful interventions to promote meaningful access of minority group youth to postsecondary education. The imperatives include early intervention, comprehensive and integrated intervention, intervention sustained for ongoing feedback and tracking, coordination with other education and training programs, and broad and long-term strategies providing a continuum of age-appropriate services. Following a general introduction, chapter 2, on state programs, describes programs developed by Arizona, Ohio, California, Texas, New York, Wisconsin, Washington, and Mississippi. Chapter 3 describes association and institutional programs including: "Syracuse Challenge," which provides support services to students from sixth grade on; "Middle College High School," an alternative high school housed in a New York City community college; "Career Beginnings," which uses a "case management" approach beginning in the high school junior year; "Mathematics, Engineer, Sciences Achievement," a program that encourages California minority students in grades 3-12 in these areas; and the "Hispanic Student Success Program" in San Antonio (Texas). Chapter 4 describes community-based programs like the "I Have a Dream" program, which began as a pledge by philanthropist of Eugene Lang to provide college tuition to Harlem sixth graders and later turned into a national foundation. Chapter 5 outlines federal programs, particularly the "Special Programs for Students from Disadvantaged Backgrounds" effort. Chapter 6 draws conclusions and suggests recommendations. (Includes 16 endnotes.) (JB)

ED 357 687

HE 026 434

Selected Need Analysis and Student Aid Delivery Issues. Interim Report to the Congress of the United States.

PUB DATE- Apr 88

NOTE- 13p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Compliance (Legal); *Delivery Systems; *Federal Legislation; *Federal Programs; Higher Education; *Need Analysis (Student Financial Aid); Needs Assessment; Parent Financial Contribution; Self Supporting Students; Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Higher Education Act 1965

This report on need analysis and student aid delivery issues in higher education describes four sets of actions taken by the Advisory Committee on Student Financial Assistance. First, the Committee voted to forward to the Congress specific recommended actions concerning technical aspects of need analysis which are designed to improve the delivery of student aid and the consistency of need analysis with Congressional intent. These recommendations for immediate change affect need analysis for the 1989-90 academic year and would: (1) make minor modifications in the independent student definition; (2) explicitly permit aid administrators to use professional judgment to assist low income independent students with families; (3) eliminate veterans' benefits from the family contribution schedule; and (4) eliminate certain inconsistencies in the Higher Education Act. Second, the Committee voted to urge Congress to consider suggested, long-term improvements to need analysis. Third, the Committee provided formal comments for two items in response to notices in the "Federal Register" as required by statute. Finally, the Committee identified several issues for further study which

Fail: A Survey of Students' Experiences with Learning Groups" (Susan Brown Flechtner, Elaine Actis Davis); "Student Involvement in Learning: Cooperative Learning and College Instruction" (Jim Cooper, Randal Mueck); "Collaborative Learning in the Classroom: A Guide to Evaluation" (Harvey S. Wiener); and "Research on Cooperative Learning: Consensus and Controversy" (Robert E. Slavin). The final section provides: (1) a listing of 50 colleges and universities implementing collaborative learning (with a program description and contact information); and (2) a listing of 5 collaborative learning networks (with descriptions and contact information). (GLR)

ED 357 706

HE 026 456

Pascarella, Ernest; And Others
Cognitive Impacts of Living on Campus versus Commuting to College.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 92

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Information
Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Academic Achievement; Cognitive Measurement;
Cognitive Tests; *College Freshmen; *Commute Students;
Comparative Analysis; Critical Thinking; Data Analysis; Data
Collection; Higher Education; *On Campus Students; *Student
Evaluation; Undergraduate Study

IDENTIFIERS- Collegiate Assess Acad Prof Crit Think Test

This report sought to test the hypothesis that living on campus fosters cognitive growth by estimating the relative freshman-year gains in reading comprehension, mathematical reasoning, and critical thinking of resident and commuter students at an urban university. Data were collected from 210 college freshmen students at a large research university in Chicago, of which 170 lived off campus. The study involved a pretest-posttest, quasi-experimental design in which comparison groups (residents versus commuters) were statistically equated on salient fall 1991 precollege variables. The data collected included a precollege survey that gathered information on student demographic characteristics and background data, and the Collegiate Assessment of Academic Proficiency, which assesses selected general skills typically obtained by students in the first 2 years of college. Controlling for precollege cognitive level, academic motivation, age, work responsibility, and extent of enrollment, resident students had significantly larger freshman year gains in critical thinking than did commuters. Contains 39 references. (GLR)

ED 357 707

HE 026 457

Bohr, Louise; And Others
Cognitive Effects of Two-Year and Four-Year Colleges: A
Preliminary Study.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 92

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Cognitive Measurement;
Cognitive Tests; *College Freshmen; Colleges; Comparative

Mathematics Early Alert and Intervention Program and several changes in New York State Regents High School Curricula and Examinations. The report also suggests nine ways SUNY can encourage students to enhance the quality and productivity of their collegiate experience. Appendixes contain principles of a new compact for learning, analytical skills examples, modern languages for communications syllabus checkpoints, and knowledge area standards for mathematics. (Contains 28 references.) (JB)

ED 357 724

HE 026 479

SUNY 2000. Meeting State Needs: Reports of the SUNY 2000 Task Groups.

PUB DATE- Oct 92

NOTE- 156p.; For related documents, see HE 026 477-481.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Role; *Conservation (Environment); *Economic Development; Futures (of Society); Health Needs; Higher Education; Institutional Role; Long Range Planning; Organizational Objectives; *Primary Health Care; *Public Education; *Social Services; State Universities

IDENTIFIERS- *New York; *State University of New York

This publication contains five reports of task groups charged with helping the State University of New York (SUNY) develop specific action agendas for the coming decade and the year 2000. These reports flow from the SUNY 2000 vision of becoming a significantly greater player in helping meet the needs of the state in economic development, environmental conservation, health care, public education, and social services. Each area was addressed by a group of key state and non-state policy makers together with SUNY faculty, researchers, and administrators. The first report, "Providing Advanced Knowledge for a Global Economy: The Roles of SUNY in the Economic Development of New York State," suggests 4 principles for responding to a turbulent economy, lists 15 initiatives, advances a vision for transforming the state's economy, and argues for higher education's role in that transformation. The report on environmental conservation looks at the potential for an expanded role for SUNY and ways to respond to state needs in this area. The report on health care offers a series of specific recommendations grouped by the areas of educational programs, research, and service. The report on public education makes recommendations according to three themes: (1) student preparation and school-to-college transition; (2) school-college collaboration; and (3) university programs. The final report on social services offers five recommendations: two to link individuals and institutions concerned with social services and three focused on internal changes designed to enable SUNY faculty and staff to be responsive to the research, education, and service needs of the state's social services community. Two appendixes list the regional committees of the Task Force on Economic Development and the challenges, strategies, and goals identified in the regional reports. An addendum comprising about half of this document provides summary notes of discussions of each task force report with SUNY presidents while on retreat. (JB)

ED 357 725

HE 026 480

SUNY 2000. SUNY: A Planned System. A SUNY 2000 Occasional Paper.

PUB DATE- Oct 92

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; Confidential Records; Definitions; Developing Nations; Evaluation; Foreign Countries; Government Employees; Guidelines; Models; Preservation; Privacy; *Records Management; Standards

IDENTIFIERS- Archival Value; Government Records; Personal Information Systems; *Personnel Files

This study grew out of the discussions of a group of archivists convened in 1989. Although universal in application, the study was prepared particularly for developing countries and is intended for archivists who work with records containing personal information. The publication defines "personal information" and outlines the characteristics of records containing such information. Special consideration is given to personnel records of government employees. The appraisal of these records encounters numerous problems for which the study proposes general guidelines. A conceptual model (macro-appraisal) and its application in practical archival work are presented. A summary of the guidelines that highlights the key points of the study is included. (Contains 68 references.) (KRN)

ED 357 743

IR 054 542

Wadham, Tim; Wadham, Penny
Lions, and Tigers, and Books...Oh My! Program Guide for the Texas Reading Club 1993.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 260p.; Clip art by Felicia Bond.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescents; Annotated Bibliographies; Audiovisual Aids; Books; *Childrens Literature; Elementary Education; Elementary School Students; Family Programs; Guides; *Library Services; Preschool Children; Preschool Education; *Public Libraries; *Reading Programs; State Programs; *Summer Programs; Users (Information)

IDENTIFIERS- *Classics (Literature); Clip Art; *Texas Reading Club

The 1993 Texas Reading Club theme is classic children's books, working from the premise that these are some books no childhood should be without. Each of the chapters focuses on a particular type of book. In each chapter, activities and handouts are presented for a toddler program, three storytimes, and two upper elementary school programs. At the end of every chapter is a list of additional books for family sharing. The title of each chapter is a quote from a children's classic. The chapters deal with the following topics: (1) an introduction to classics; (2) classic journeys; (3) animal classics; (4) fantasy classics; (5) informational classics; (6) folk/fairy tale classics; (7) toy classics; (8) mystery/adventure classics; (9) contemporary and realistic classics; and (10) multicultural classics. An annotated bibliography of 712 books is included, as well as a list of 31 media items. (SLD)

ED 357 744

IR 054 543

The Many Voices of Diversity. Report of the Ad Hoc Committee on

grants. The listing format includes the following information: college name, address, and phone number(s); the appropriated amount and number of years involved; and the name and description of the project. Also included is a summary listing of the colleges and universities receiving grants, the amount funded, and subtotals of funding in each category. (GLR)

ED 357 764

IR 054 576

Humes, Barbara; Lyons, Carol Cameron
Library Literacy Program: Analysis of Funded Projects, 1991.
Title VI, Library Services and Construction Act.

PUB DATE- Mar 93

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Adult Literacy; Computer Assisted Instruction; Federal Aid; *Federal Programs; Financial Support; *Grants; Information Literacy; Intergenerational Programs; Library Instruction; *Library Services; Library Statistics; Program Descriptions; Program Evaluation; Resource Allocation; *State Libraries; Technical Assistance; Vocational Education

IDENTIFIERS- *Library Literacy Program; Library Services and Construction Act

This booklet analyzes the fiscal year 1991 (FY91) adult literacy projects funded under the Library Services and Construction Act, Title VI, Library Literacy program (LSCA Title VI) and discusses major developments in the program. Section I discusses major developments taking place among LSCA Title VI projects and includes selected examples. Section II discusses the characteristics common to most of the LSCA Title VI projects. Section III provides an exhaustive list of literacy activities culled from all of the projects, and Section IV presents descriptions of each project. The projects are listed alphabetically by state, giving the name of the library, its location, the director's name, the funded amount, and the activity codes. The last section, section V, presents an analysis of FY91 applications and grantees, and provides statistics on the applications received and funded. (GLR)

ED 357 765

IR 054 577

Mass Deacidification in the Harvard University Library. A Report on the 1991/92 Pilot Operational Program.

PUB DATE- Jan 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cleaning; *College Libraries; Higher Education; Library Technical Processes; *Pilot Projects; *Preservation; Program Descriptions; Program Development; *Program Implementation; Recordkeeping; *Records Management; Repair; Research Libraries

IDENTIFIERS- *Harvard University MA; *Paper Deacidification

This report examines the institutional level deacidification program that was formalized and instituted at Harvard University (Cambridge, Massachusetts) for its research libraries. The report is organized into six sections. The first section, which describes the project's background, discusses the acidic paper problem, available mass deacidification

students from associate to baccalaureate degree granting institutions; (4) support small businesses by functioning as manufacturing training centers and shared flexible computer integrated manufacturing centers; (5) serve as test-beds for a national apprenticeship program; (6) provide continuous improvement training, including quality management training, for workers and companies; and (7) foster manufacturing partnerships and consortia. A list of member institutions and a map of their locations are appended. (MAB)

ED 357 782

JC 930 264

Sherman, Vaughn A.
Trustees as Reluctant Leaders: The Board/CEO Relationship.
PUB DATE- 29 Apr 93

NOTE- 8p.; Paper presented at the Annual National Convention of the American Association of Community Colleges (73rd, Portland, OR, April 28-May 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Guides; *Administrators; *Board Administrator Relationship; Community Colleges; Governing Boards; *Interprofessional Relationship; *Politics of Education; *School Administration; *Trustees; Two Year Colleges
Due to inertia within organizational cultures, relations between the boards and chief executive officers (CEO's) at community colleges tend to remain the same at each institution through time. The time has come to look at the separate roles of the CEO and trustee and then to decide how best at each institution to fashion a relationship between president and board that will enhance the institution's effectiveness for the good of the community and the students served. Many boards have not consciously defined these roles. Boards need to focus on results and, in particular, on the outside world and the effects of the college on that world. In doing so they move away from over-involvement in administration and toward responsibly representing both the community and the college. Each board must make its own policy decisions about organizational ends, executive limitations, board-executive relations, and board processes, based on the unique characteristics of its college and community. Once the board knows what its role is, it is possible to define the role of the president. Presidents have a serious obligation towards seeing to the education of their trustees, but trustees have the ultimate responsibility for good relations with their CEO's. (MAB)

ED 357 783

JC 930 265

Collins, Susan E.; And Others
Declining Revenues and Increasing Enrollments: Strategies for Coping.

PUB DATE- Apr 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Community Colleges; Educational Administration; Educational Demand; *Educational Finance; Enrollment; Financial Policy; Financial Problems; School Funds; State Aid; Two Year Colleges; Two Year College

PUB DATE- Mar 90

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; *Educational Needs; *Employer

Attitudes; *Employment Opportunities; Employment Patterns;

*Labor Market; Labor Supply; Occupational Surveys;

*Pharmaceutical Education; Pharmacists; Program Development;

Questionnaires; Two Year Colleges; Vocational Education

IDENTIFIERS- *Eastern Iowa Community College District; *Pharmacy Technicians

In January 1990, there were no Pharmacy Technician (PT) programs in Iowa. To determine the need for a PT program in the Eastern Iowa Community College District, a survey was conducted of 958 pharmacy-related businesses in Iowa and the Quad Cities of Illinois believed to be employing PT's. The survey gathered information on personnel employed; minimum education sought for entry-level PT's; difficulty finding qualified PT's; and projected employee interest in a PT program. Study findings, based on a 55% response rate (N=526, of which 97% were Iowa-based), included the following: (1) 47% of the respondents represented pharmacies in retail stores, 26% stand-alone pharmacies, and 17% hospitals; (2) 76% of the respondents employed only 1 or 2 registered pharmacists; (3) among the 336 respondents employing PT's, 69% employed less than 3; (4) among respondents who employed or would employ PT's, 84% required only a high school diploma for entry-level PT's, though several respondents indicated that the low requirements were due to the lack of a PT program; (5) respondents indicated a total of 237 full-time and 336 part-time openings for PT's from January 1990 through 1992; (6) 197 respondents estimated that at total of 524 employees within their facilities would be interested in enrolling in PT programs; and (7) projections for 110 local PT job openings in 1992 and the interest of 76 employers in a PT program substantiated the need for a PT program at the college. Data tables and the survey instrument are included. (PAA)

ED 357 800

JC 930 283

Pharmacy Technician Competency Validation for the Eastern Iowa Community College District.

PUB DATE- Mar 90

NOTE- 16p.; The survey form contains small type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; *Curriculum Development;

Educational Needs; *Employer Attitudes; Employment

Qualifications; Entry Workers; *Job Analysis; *Job Skills;

Occupational Surveys; *Pharmaceutical Education; Pharmacists;

Program Development; Questionnaires; Rating Scales; Two Year

Colleges; Vocational Education

IDENTIFIERS- DACUM Process; *Eastern Iowa Community College District; *Pharmacy Technicians

In preparation for the possible establishment of a Pharmacy Technician program, the Eastern Iowa Community College District convened a Developing a Curriculum (DACUM) workshop in December 1989, involving a panel of eight pharmacy technicians (PT's). Panelists helped to develop a DACUM chart, graphically describing the occupation in terms of specific tasks that workers must perform. To validate the entry-level skills

Videotape Cassettes; Videotape Recorders; Whites
IDENTIFIERS- African Americans; *Media Ownership; Native Americans
This study examined television viewing patterns among 89 children of 2 and 4 years of age and their families. The purpose was to describe television and VCR viewing patterns among young children as a function of family characteristics and media options in the home. Information about family structure, income, media availability, child care arrangements, and other family characteristics was obtained through parent and child interviews. Parents were interviewed in person and by telephone about their child's television viewing for the previous day on at least three different occasions. Weekly viewing hours were calculated from the interview data. Programs were classified as child informative, child entertainment, or adult programs. There were no differences in the total amount of viewing as a function of media availability. However, media options made a difference in the types of programs children watched. Children who had VCRs or cable subscription watched twice as much child entertainment programming and less adult programming than did children without these options. Children who attended day care watched television about seven hours a week less than did other children. Total weekly viewing was higher for children from low-income or single-parent households than for children from high-income and two-parent families. Three tables and six figures are attached. (Contains 15 references.) (GLR)

ED 357 817

PS 020 848

Hammer, Judith McGowan; O'Bar, Angelina Merenda
Growing Up Strong: A Mental Wellness and Life Skills Development Program. Spanish Bilingual Supplement for Preschoolers.
SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- 89

NOTE- 47p.; For other kits in this series, see PS 020 849-855.

Large classroom posters not included here.

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; *Bilingual Education; Child Rearing; Class Activities; *Daily Living Skills; Decision Making Skills; *Early Intervention; Family Programs; *Hispanic Americans; Instructional Materials; Language Skills; Learning Activities; Mental Health; Multicultural Education; *Parent Participation; Parent Student Relationship; Preschool Children; Preschool Education; *Prevention; Safety; Self Esteem; Spanish Speaking; Substance Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

Growing Up Strong (GUS), a mental health and substance abuse prevention program, was developed to help preschoolers through sixth graders gain improved mental and physical health and establish positive relationships with significant adults. The Spanish Bilingual Supplement to the preschool-level GUS program also promotes respect for Spanish language and cultures. This document includes an English-language teacher's guide and Spanish-language duplication masters of materials to be sent home with children to promote family involvement. The teacher's guide explains GUS's multicultural approach; discusses bilingual education; and presents guidelines for implementing GUS, involving the family, and integrating culturally sensitive learning experiences in preschool. Five learning experiences, involving story telling, stress management, native languages,

Status; Young Children

Three central convictions provide the main thesis of this lecture: (1) that children and those working with them are undervalued; (2) that the quality of education for the young child suffers because young children and those who work with them have no status; and (3) that young children need an articulate and empowered body of professionals to act as advocates on their behalf. The discussion of the undervaluation of children touches on the nature and importance of childhood, the position of young children today, the low status of those who work with children, the impact of early educational experience on the nation's development, and current policy for young children. The variable quality of educational provisions for young children is discussed in the context of the lack of an evidential base, research on quality, and research on early childhood educators. The need for advocates is addressed in the context of the politics of early childhood education, political advocacy, the domestication of the early years practitioner, and empowerment and transformation. An agenda for empowered early childhood groups is recommended. This agenda would allow the groups to discuss the realities of their situation and more fully understand why inequalities have developed and how these are perpetuated. Contains 21 references. (SM)

ED 357 834

PS 021 271

Howell, Frank M.; Wade, Cynthia K.

The Need for Childcare Services in Mississippi: Estimates, Projections, and Public Support for Funding. Social Research Report Series 90-1.

PUB DATE- Jul 90

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Day Care; Early Childhood Education; Elementary Education; Employed Parents; *Enrollment Projections; Futures (of Society); Needs Assessment; *Parent Attitudes; *Public Support; *School Age Day Care; State Surveys

IDENTIFIERS- *Child Care Needs; *Mississippi

This report examines Mississippi's current and future childcare needs, drawing from two statewide telephone surveys conducted in 1988. Part I of the report provides an overview of four key topics: (1) childcare as a business issue; (2) childcare as an ongoing family life issue; (3) patterns of childcare arrangements in the United States; and (4) projections of the supply and demand for childcare nationwide. Part II offers estimates of the current usage of childcare in Mississippi, indicating that 35% of parents of children less than 5 years of age said they used a daycare service for those children, with the rate dropping to 8% for school-age children. Part III considers the potential demand for daycare and after-school care, focusing on the interest in childcare services among parents who are not currently using these services. In part IV, childcare needs are projected from 1988 to 2000. Tables show statewide projections and provisional estimates for counties. A comparison drawn between current childcare slots and needs reveals a significant gap between probable needs for the near future and the apparent certifiable capacity to deliver childcare services. Finally, part V uses survey data to assesses the public's support for funding childcare services in Mississippi, revealing that in both surveys, over 60% of the respondents indicated that the state should provide additional funding for childcare. (AC)

The Bernard van Leer Foundation, now headquartered in The Hague, Netherlands, was established as a philanthropic institution in 1949. This book examines the range and complexity of the foundation's work on behalf of young disadvantaged children, and illustrates the unique character of the foundation. The book, which consists of 11 chapters, discusses the operation of the foundation from 1965 to 1986. Chapter 1 presents introductory information about the foundation. Chapter 2 discusses organizational questions that relate to specific projects, such as determining target groups and sponsoring agencies. Based on analyses of foundation documents, chapter 3 considers the implications of decisions of the foundation's trustees for project development in the 1980s. Chapters 4 through 6 present demographic data on the geographic location of foundation projects, characteristics of target populations served by projects, and the nature of institutions which receive grants to sponsor projects. Patterns that are revealed by the data examined in these three chapters are identified in chapter 7. Chapter 8 discusses the development of organizational structures in which individual projects operate. Chapter 9 profiles more than 2 dozen projects in 19 countries. The efforts of the foundation to support networking among individuals involved in the foundation's projects and to support project work generally are described in Chapter 10. These efforts included a series of eight seminars held around the world between 1971 and 1986; a series of workshops that focused on specific problems encountered by projects; visits from headquarters personnel to local projects; and the publication of documents and newsletters. Chapter 11 summarizes the book and recapitulates the characteristics of the foundation. A bibliography of more than 270 books, articles, and foundation documents is appended. (BC)

ED 357 853

PS 021 376

Chiam, Heng Keng, Ed.

Child Development: Preschool Children.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands); Malaya Univ., Kuala Lumpur (Malaysia).

PUB DATE- 91

NOTE- 350p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Child Development; *Child Health; Cognitive Development; Emotional Development; Environmental Influences; Foreign Countries; Indians; *Language Acquisition; Longitudinal Studies; *Nutrition; Physical Development; *Preschool Children; Preschool Education; Rural Urban Differences; Sex Differences; Social Development

IDENTIFIERS- Childhood Illnesses; Chinese People; Ethnic Differences; *Malaysia (Kuala Lumpur); *Malaysia (Selangor State); Malaysians

This book reports some of the results of an extensive study of the physical, cognitive, language, social, and emotional development of Malaysian children. Chapter 1 of the book describes the demographics of the sample. Subjects were 3,099 preschool children in the state of Selangor and the federal district of Kuala Lumpur, Malaysia. Data is reported by sector (disadvantaged urban children, nondisadvantaged urban children, rural children, and children living on estates); ethnicity (Malay, Indian, and Chinese); and gender. Chapter 2 presents data on children's birth weight, physical growth, and nutritional status. Children's physical development, language

Characteristics; Family Environment; Family Problems; *Family Structure; *Low Income Groups; One Parent Family; *Parent Child Relationship

IDENTIFIERS- *Family Intervention

To identify remedial and preventive interventions that target dysfunctional processes in the family, this study compared the structure and processes of neglectful and non-neglectful families. A sample of 102 neglectful families was identified and recruited from the caseloads of protective service workers in Georgia. A comparison group of 103 predominantly single parent families of low socioeconomic status was recruited from Aid to Families with Dependent Children employment preparation programs and from Head Start programs. Data were obtained from three sources: (1) caseworkers familiar with families in the sample and trained to use the measurement instruments; (2) trained interviewers who conducted in-home interviews; and (3) trained videotape raters who rated videotaped family interventions for 91 neglectful families and 95 comparison group families. Results indicated that caseworkers viewed the neglectful families as less healthy, less able to resolve conflicts, less cohesive, dramatically less well led, and less verbally expressive than the comparison group families. Neglectful families were rated as demonstrating more marked dominance in family leadership, less psychological closeness and cohesion, poorer negotiating skills, more vagueness in verbal expression, less willingness to assume responsibility for their actions, and less empathy toward one another than comparison group families. Implications of these findings for intervention are discussed. (MM)

ED 357 872

PS 021 407

Horner, Mary P., Comp.

Nevada's Children: Selected Educational and Social Statistics. Nevada and National.

PUB DATE- 9 Jul 92

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Dropout Rate; Early Parenthood; *Educational Needs; *Educational Quality; Elementary School Students; *Elementary Secondary Education; Financial Support; Health; High School Students; Pregnant Students; Rural Education; School Statistics; Social Problems; State Surveys; Teacher Education

IDENTIFIERS- Educational Issues; National Education Goals 1990; National Rank; *Nevada

This statistical report describes the successes and shortcomings of education in Nevada and compares some statistics concerning education in Nevada to national norms. The report, which provides a comprehensive array of information helpful to policy makers and citizens, is divided into three sections. The first section presents statistics about K-12 education in Nevada and covers seven topics: (1) student characteristics, including enrollment, high school graduation, student assessment, student dropout rates, and teenage pregnancies; (2) professionals in education, including teachers, counselors, school psychologists, and nurses; (3) classrooms and buildings; (4) financial support; (5) curriculum, including the areas of reading, computers, physical education, special education, occupational education, and math and science; (6) rural Nevada; and (7) the National Education Goals. Statistics on health and

Differences; Student School Relationship
IDENTIFIERS- *Psychodynamics; *Puberty

This book emphasizes female adolescents' healthy development within a psychoanalytic frame of reference for what is normative, that also indicates the boundaries of and transitions to what is deviant. The book's 12 articles relate to 3 general topics. The two articles in part 1 of the book, which addresses biological issues, are "Female Pubertal Development" and "Differential Cognitive Development in Adolescent Girls," both written by Judith S. Dubas and Anne C. Petersen. Part 2 examines the psychodynamics of development. Four articles in this part are: "Female Adolescence: Toward a Separate Line of Female Development" (Joan J. Zilbach); "The Changing Body Image of the Adolescent Girl" (Maj-Britt Rosenbaum); "The Superego in the Adolescent Female" (Hyman L. Muslin and Jonathan D. Lewis); and "Alterations in the Ego-Ideal in Girls in Mid-Adolescence" (Vann Spruiell). Part 3 addresses psychosocial issues and contains six articles: (1) "Female Adolescence and the Family: A Historical View" (Lyman C. Wynne and Laura Frader); (2) "Cultural Factors in Adolescent Girls' Development: The Role of Ethnic Minority Group Status" (Pamela A. Sarigiani, Phame M. Camarena, and Anne C. Petersen); (3) "Issues of Autonomy in Adolescence: The 'Superwoman'" (Alayne Yates); (4) "Female Delinquency" (Graciela Viale-Val and Carrie Sylvester); (5) "Effects of Secondary School and College Experiences on Adolescent Female Development" (Irving H. Berkovitz); and (6) "Adolescent Motherhood and Development" (Max Sugar). A reference list is provided with each article. (BC)

ED 357 891

PS 021 506

Tudge, Jonathan; Winterhoff, Paul

The Cognitive Consequences of Collaboration: Why Ask How?

PUB DATE- 26 Mar 93

NOTE- 11p.; Slightly revised version of a paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Cooperation; Problem Solving; *Research Methodology; *Research Problems; Young Children

IDENTIFIERS- Collaborative Inquiry

The outcomes of collaboration provide an incomplete and potentially misleading picture of cognitive change, one that is clarified by examining the collaborative processes themselves. Results from a study illustrate the dangers of focusing solely on the consequences of collaboration and emphasize why the analysis of collaborative processes is essential. In the study, 180 children between 6 and 8 years of age were given a pretest in which they predicted the movement of a mathematical balance beam in 14 problems. Children were randomly assigned to one of four conditions: no partner, equally competent partner, more competent partner, and less competent partner. Some children received feedback and the others received no feedback. All children took 2 individual posttests, 4 days after and again 2 weeks after the problem solving. When viewed from the perspective of the outcomes of collaboration, results indicated that those who received feedback improved more than those who did not. However, when considered from the perspective of

School personnel can use MSRTS data to place newly enrolled migrant students into appropriate programs and classrooms. In addition, the health information in MSRTS alerts schools to the health problems and needs of particular children. In 1988, the National Commission on Migrant Education found that MSRTS was the only national database serving migrant students. But the Commission also identified system problems: (1) complex and unclear reporting requirements; (2) mechanisms for collecting and reporting information that are paper-based and embedded in several layers of bureaucracy; (3) nonstandardized data collection; and (4) lack of any meaningful role for parents in the system. The Commission's recommendations for improving MSRTS are listed. (SV)

ED 357 910

RC 019 139

Carlson, Robert
Developing Supplemental Funding: Initiatives for Rural and Small Schools. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Elementary Secondary Education; *Fund Raising; *Rural Schools; School Community Relationship; *School Funds; School Support; *Small Schools

IDENTIFIERS- ERIC Digests

Rural and small schools face difficult financial times. Given long-term economic decline and eroding tax bases in rural areas, many rural and small schools may need supplemental funding just to preserve essential programs and services. A list of fundraising strategies provides options that should be feasible whatever the level of local expertise. School fundraising is often a short-term effort. A more stable and predictable source of income can be provided by development funds that target long-term goals, are ongoing in nature, and grow out of institutional planning and development. Grants are another possible source of funding for small and rural school districts, as foundations are trying harder to distribute awards on a more equitable geographic basis. Suggestions are offered for successful grantmanship. Legal and ethical issues in fundraising include accounting and money-handling procedures, authorizing use of funds, making records open to the public, the use of children in fundraising, and relationships with donors. Six resources are listed for further information on fundraising and related activities. (SV)

ED 357 911

RC 019 140

Chahin, Jaime
Hispanics in Higher Education: Trends in Participation. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

distributor address and telephone number; and a summary. Materials are listed by the following subjects: (1) general nutrition, (2) pregnancy, (3) breastfeeding, (4) infant feeding, (5) feeding the young child, (6) cardiovascular-related issues, (7) food preparation and storage, (8) dental care, (9) diabetes, (10) cancer, (11) weight management, (12) alcohol and drugs, and (13) miscellaneous. A directory lists organizations in each state that can be contacted for additional information. Also included are two indexes that list materials by publisher and by language. (LP)

ED 357 929

RC 019 190

Gregory, Leonard, Comp.

National Congress on Rural Education Proceedings (1st, Traverse City, Michigan, October 11, 1992).

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Change Strategies; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Financial Problems; Government School Relationship; Policy Formation; Public Relations; *Rural Education; Rural Schools

The first National Congress on Rural Education, organized and conducted in conjunction with the 84th annual convention of the National Rural Education Association, convened an assembly of 458 advocates of rural education which came together to analyze common problems that tend to disaffect education in rural America and to plan corrective action. This report summarizes the events of the Congress. Following a general assembly, participants separated into 24 forum groups led by trained facilitators and identified disabling and chronic barriers to the improvement of rural education. A general town hall assembly then heard each group's findings and voted to determine the most important obstacles. Three major ones were identified; they concerned: (1) awareness and image; (2) equity and resources; and (3) separatism and provincialism. Participants returned to their groups and discussed solutions and strategies for addressing these three main barriers to improvement. A total of 16 strategies were identified that focused on public relations, lobbying federal and state governments, policy formation, networking, use of technology, and lifelong learning. An appendix lists Congress leaders, forum facilitators, and members of the 1992 and 1993 executive committees of the National Rural Education Association. (SV)

ED 357 930

RC 019 191

A Multicultural inservice Resource Handbook: A List for Administrators and Teachers in Arizona.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 91

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *American Indian Culture; American Indians; *Cross Cultural Training; Cultural Awareness; Cultural Education; *Cultural Pluralism; Elementary Secondary Education; Higher Education; Hispanic American Culture; *Inservice Teacher Education; *Multicultural Education; *Resource Materials; Staff Development; Teacher Workshops

institutions and secondary schools to promote interest in the study of scientific and advanced technology fields. The text of amendments is followed by sections describing: (1) the purpose of the bill; (2) the need for the bill; (3) a summary of committee actions; (4) two committee views on undergraduate education and use of funds; (5) a section-by-section analysis of the bill; (6) oversight findings; (7) budget analysis and projection; (8) a cost estimate by the Congressional Budget Office; (9) the bill's effect on inflation; (10) the Administration's position on the bill; (11) changes in existing law made by the bill; (12) oversight finding and recommendations; and (13) the committee's recommendation. (MDH)

ED 357 949

SE 053 094

Stanley, Rodney
Technology Education in the 21st Century.

PUB DATE- 91

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Classroom Design; *Classroom Techniques; Course Descriptions; Curriculum Development; Educational Equipment; Educational Technology; *Industrial Education; Instructional Materials; Problem Solving; *Science and Society; Secondary Education; State Curriculum Guides; *Technology Education; Textbooks

IDENTIFIERS- *Kentucky; Kentucky State Department of Education; Technological Change

Technological developments make the world an ever changing place with the prospect of even faster change in the future. This document presents a course developed by the Kentucky State Department of Education that allows students to explore a number of technologies and their importance in this technological society. The document is separated into six sections. An introduction describes the purpose of the course, identifies the courses' eight basic goals, provides a course description, discusses the place of technology education in the education system, and enumerates teacher qualifications. The second section provides a description of the classroom organization that discusses curriculum presentation, module selection, classroom discipline, record keeping, grading, the teaching schedule, team teaching, and class management forms. The third section describes support groups that include the department of education, professional organizations, student organizations, and advisory committees. The fourth section provides descriptions of the 24 modules included in the curriculum. The fifth and sixth sections provide lists of materials, supplies, books, computer software, and audiovisual materials needed to complete each of the 24 modules. Vendors and prices are included for each item on the lists. Two appendices provide suggested classroom management forms, a list of supplementary materials, and possible classroom floor plans. (MDH)

ED 357 950

SE 053 095

Nye, Gloria T.
Knowledge Engineering for Young Scholars. Evaluation Report.
PUB DATE- Sep 91

Elementary Secondary Education; Federal Government; Hearings;
Science and Society; Science Curriculum; Science Education;
*Science Instruction; *Science Teachers; Scientific Literacy;
*Teacher Effectiveness

IDENTIFIERS- Congress 102nd; *Educational Issues; *Virginia
Quality Educ in Sciences and Technology

A Congressional hearing was held at the New River Community College in Dublin, Virginia, to address the challenges of achieving quality science education in southwest Virginia. Speakers representing the subcommittee included Rick Boucher, Chairman, Subcommittee on Science; and Dr. Luther S. Williams, Assistant Director for Education and Human Resources, National Science Foundation. Statements were made by the following invited guests: Dr. Joseph Exline, Virginia State Department of Education; Frank William Taylor, Chemistry, Biology Teacher, Radford High School, Virginia; and Jack Mason, Teacher, Marion Senior High School, Virginia. Topics discussed by these speakers included the Virginia Quality Education in the Sciences and Technology program instituted to bring about systemic reform in science teaching in Virginia; the barriers to effective science teaching; and personal accounts of present practice. Additional testimony was received on the related topics by conference participants and two panel discussions. Panel participants included: Dr. Michael G. Basham, Superintendent of Schools, Scott County, Virginia; Tom Haskins, Eastman Chemical, Kingsport, Tennessee; Dale D. Long, Associate Professor of Physics, Virginia Polytechnic Institute and State University; Harvey Atkinson, Science Teacher, Rural Retreat High School, Crockett, Virginia, and Ann Benbow, Office of Pre-High School Science, American Chemical Society, Washington, D.C. Appendices include additional material submitted for the record. (MDH)

ED 357 968

SE 053 246

Tull, Delena

Social Constructivism: Botanical Classification Schemes of
Elementary School Children.

PUB DATE- Apr 92

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Botany; Class Activities; *Classification;
*Cognitive Structures; Concept Formation; *Constructivism
(Learning); *Elementary School Science; Elementary School
Students; Epistemology; Ethnography; Grade 6; Intermediate
Grades; Interviews; *Plant Identification; *Plants (Botany);
Science Education; Science Instruction

IDENTIFIERS- *Social Constructivism

The assertion that there is a social component to children's construction of knowledge about natural phenomena is supported by evidence from an examination of children's classification schemes for plants. An ethnographic study was conducted with nine sixth grade children in central Texas. The children classified plants in the outdoors, in a sorting task, in a slide identification task, and in a free listing task. Of the nine major plant categories used by the children, the labels for eight would be recognized by adults: plants, tree, bush, flowers, cactus, weeds, grass, vines. The children's classification scheme differed from that of botanists but

participation, into the classroom. In addition, this approach encourages music teachers to make their own profiles of Latin American, Caribbean, and other ethnic musics in their own regions. Not until music teachers desire to understand the ethnic makeup and music of their own areas and strive to learn about it can the music of ethnic minorities ever effectively be introduced into the classroom. As the U.S. immigrant population expands, it behooves music teachers to include immigrant musical and related traditions in the curriculum to gain a deeper understanding of the people who make and enjoy them. (Author/LBG).

ED 357 989

SO 022 794

Freedman, Susan Alexandra
Social Activation of the Gender Schema in Female College Students.
PUB DATE- 92

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Students; *Females; Higher Education; Recall (Psychology); *Schemata (Cognition); *Sex Role; *Sex Stereotypes; Social Science Research

IDENTIFIERS- *Gender Schema Theory; Kuethé (James L)

The term "gender schema" refers to the map or network that incorporates and modifies incoming information pertaining to gender so that it can be utilized. Gender schemas have observable effects, resulting in enhanced recall and shorter response latencies. J. L. Kuethé noted that schemas can be activated by social objects. The current study investigated the possibility of activating the gender schema through interaction with a social object that exhibited stereotypically gender related characteristics. The results of a study examining the gender schemas of female university students are reported. Twenty subjects participated in a computerized reaction-time task designed to measure gender schematicity. An experimental condition was designed to activate or call up the individual's gender schema. No significant interaction between gender schematicity and condition was found. Results did suggest a tendency for those in the experimental condition to respond more quickly to the feminine traits than those in the control condition. This was reversed with the career dimension, however. Those in the experimental condition responded more quickly to traits and more slowly to careers. Subjects were gender schematic, responding more quickly to feminine traits than to neutral traits and to masculine careers more quickly than to feminine careers. An appendix provides the scripts for both the experimental and control conditions. (Contains 42 references.) (Author)

ED 357 990

SO 022 795

Freedman, Susan A.
Triggering the Gender Schema: A Theoretical Proposition.
PUB DATE- 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Females; Individual Differences; Interpersonal Competence; *Schemata (Cognition); *Sex Role; *Sex Stereotypes; Social Science Research

Schools; *News Media; *Programming (Broadcast); Television Research; *Television Viewing
IDENTIFIERS- *Channel One; Middle School Students

A study was conducted to determine if classroom discussion of Channel One broadcasts would increase student knowledge of current events. Channel One is a news program designed for middle school and high school students and is shown to participating schools across the United States. The program is free to schools that receive use of a satellite dish, video recorders, and television monitors. In exchange for the equipment, schools must require students to watch the program daily. Many educators agree that the news broadcast is important, but contention centers around a two minute segment of commercials. The advertising pays for the program and equipment. Data were collected in three areas: a current events test was given to two groups of students, one group actively involved in a classroom discussion of the day's broadcast and one group who had been exposed to the program but was not involved in the discussion. Other data were gathered to solicit teacher sentiment of Channel One as a teaching device and a survey also was used to determine student application of Channel One as a learning tool. Two appendices are attached. (Contains 10 references.) (Author/LBG)

ED 358 011 SO 023 047

Kline, Melinda; Dye, Charles M.
The Cleveland City Normal School, 1874-1936.
PUB DATE- 92

NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (14th, Chicago, IL, October 16, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Historical Materials (060)

DESCRIPTORS- *Educational History; Educational Research; Elementary Secondary Education; Higher Education; *Local History; Public Schools; *Teacher Education

IDENTIFIERS- *Cleveland City Normal School OH; Ohio

The Cleveland (Ohio) Board of Education opened the Cleveland City Normal School in the fall of 1874 to provide a teacher corps for the public schools that was prepared to meet the unique needs of the rapidly growing metropolitan area. Increased Ohio teacher certification requirements prompted the school board and Western Reserve University to collaborate in establishing the Cleveland School of Education in 1915. In 1936, the Cleveland Board of Education withdrew all financial support for the School of Education, which had become part of the Western Reserve University, because of reduced tax revenues and due to the inability of the University to comply with important aspects of the original agreement of cooperation. (Author)

ED 358 012 SO 023 052

Law Day U.S.A. 1993. Planning Guide & Resource Manual.
PUB DATE- 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

described, critiqued, and discussed features of an ideal curriculum, goals in art education, key concepts and ideas in art, in the ways these key ideas are related, and how to organize and sequence these ideas with sample lessons in an effort to develop students' understanding in art. The report presents a comparative and contrastive analysis of the experts' responses on the above dimensions as well as their expressed or implicit views of art as a discipline and what it means to understand art. The findings are summarized in light of their implications for planning, teaching, and learning in elementary art. (Author)

ED 358 034

SP 034 216

Heywood, John; And Others

The Training of Student-Teachers in Discovery Methods of Instruction and Learning and Comparing Guided Discovery and Expository Methods: Teaching the Water Cycle in Geography. Research in Teacher Education Monograph Series No. 1/92.

PUB DATE- 92

NOTE- 95p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Action Research; Case Studies; Comparative Analysis; Conventional Instruction; *Discovery Learning; Foreign Countries; Geography; Higher Education; Learning Strategies; *Lecture Method; Preservice Teacher Education; Resistance to Change; Secondary Education; Secondary School Teachers; Student Evaluation; *Student Teachers; Teacher Attitudes; Teacher Education Curriculum

IDENTIFIERS- Ireland; Teacher Researchers

This monographic series volume contains two separate monographs.

"The Training of Student Teachers in Discovery Methods of Instruction and Learning," (John Heywood, Sarah Heywood) discusses the polarization of discovery learning and expository teaching. It describes a unit in the applied psychology of instruction, commonly known as "the student teacher as researcher programme," which is included in a secondary teacher education course at an Irish university. Students compared two methods of teaching, expository and guided discovery or discovery, utilizing experimental methods. The evidence indicates that, while guided discovery and discovery techniques produce no better pupil test results than expository methods, they do create a better learning environment, one that is more conducive to pupil motivation. Difficulties encountered by student teachers implementing discovery techniques included devising assessment procedures and confusion and reluctance on the part of pupils. The report includes statistical breakdowns on the results of student teachers' experiments and examples of their lesson plans. "Comparing Guided Discovery and Expository Methods: Teaching the Water Cycle in Geography," (Iain Donovan) involved teaching the same geography topic, the water cycle, to two secondary classes of approximately equal ability, using guided discovery learning for one class and expository teaching for the other. Each class was given the same test after the relevant lesson to ascertain which learning strategy was more effective in achieving the common objectives. Findings indicated that low ability students benefited more from the expository lesson whereas, to a less significant degree, high ability pupils benefited more from the guided discovery lesson. The results both confirm and contradict the findings of previous research on guided discovery and expository teaching strategies, both of which are discussed. (IAH)

cultural contexts, which may lead to different philosophical assumptions about the role and purpose of education and teaching. (A summary of findings and rankings for each country is displayed in tabular form.) (Contains 32 references.) (LL)

ED 358 053

SP 034 495

Packard, Richard D.

Professional Teacher: Master Communicator, Researcher and Scholar.
PUB DATE- Mar 93

NOTE- 15p.; Paper presented at Honors Week: A Celebration of Teaching (Flagstaff, AZ, March 31, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Research; Communication Skills; *Context Effect; Elementary Secondary Education; *Interpersonal Communication; *Scholarship; Student Development; Student Evaluation; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teaching (Occupation); Teaching Methods; Teaching Skills

IDENTIFIERS- Professionalism; *Professionalization of Teaching; Teacher Assessment of Classroom Practices

Being a teaching professional is a complex task within the social and organizational context in which teachers work. A model, "Variability of Developmental Needs within a Teaching/Learning Situation," provides a visual picture of the wide variety of students, typically in the broad but "average range" of knowledge, social/emotional, and physical development, that comprise a classroom. This paper describes characteristics essential to becoming a high-quality "professional teacher." These characteristics include the following: (1) the professional teacher as master communicator, understanding and using positive communication within interpersonal relationships; (2) the professional teacher as researcher-- knowing how to assess readiness levels for every student through the use of multiple observation procedures; and (3) the professional teacher as scholar in a variety of educational and social areas, including the general social milieu, knowledge and skills in curriculum content and methodology, and principles of human development and learning. Four charts display major areas related to the extensive knowledge and scholarship required of professional teachers and some of the more critical principles of human development and learning. (LL)

ED 358 054

SP 034 496

Packard, Richard D.

Going beyond Limitations in the Arizona Career Ladder Programs Model: Building a Comprehensive and Effective Schools Outcomes Reform System in a Non-Career Ladder School District.

PUB DATE- Apr 93

NOTE- 27p.; Paper presented at the Arizona Career Ladder Conference on "Restructuring Education: Visions and Vistas" (2nd, April 19-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Ladders; Change Strategies; Educational Change; Elementary Secondary Education; Evaluation Methods; Incentives; *Long Range Planning; *Merit Rating; Models; Political Influences; *Politics of Education; *Program

point of view as an initial step in conflict resolution. (LL)

ED 358 072

SP 034 552

Garzino, Mary S.; And Others

Actions for Health: Grade 3. Contemporary Health Series.

SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.

PUB DATE- 92

NOTE- 420p.; Several large classroom posters not included here.

For grades 1 and 2 materials in this series, see SP 034 550-551.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiovisual Aids; Charts; Class Activities;
Curriculum Guides; Environmental Influences; Family Life; Grade
3; *Health Education; *Health Promotion; Hygiene; *Learning
Activities; Lesson Plans; Nutrition Instruction; Primary
Education; Safety Education; *Skill Development; Substance
Abuse; Teaching Guides; Workbooks

This set of health education materials for grade 3 includes a teacher's manual, student workbook, activity posters, student booklets, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 3 lessons is on decision making skills and injury prevention. (LL)

ED 358 073

SP 034 553

Richards, J. Scott; And Others

Preventing Injury: A Safety Curriculum. Preschool-Kindergarten.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation
Research (ED/OERS), Washington, DC.

PUB DATE- 92

NOTE- 145p.; For related documents, see SP 034 554-556.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accident Prevention; Bicycling; *Class Activities;
Curriculum Guides; Early Childhood Education; *Early
Intervention; *Head Injuries; Health Promotion; Kindergarten;
Learning Activities; Pedestrian Traffic; Playgrounds; *Safety
Education; Self Efficacy; Student Behavior; Teaching Guides
IDENTIFIERS- *Spinal Cord Injuries; Water Accidents; Weapons

The focus of this curriculum is on prevention of spinal cord injury (SCI) and traumatic brain injury (TBI). The program is aimed at young children because it is during the early years that behavioral patterns are formed which become increasingly more difficult to modify as the child enters adolescence. The curriculum is based on principles of child development, early childhood education, and prevention psychology. It is designed to increase children's perceptions of vulnerability to SCI or TBI, the severity of the problem, response efficacy, and self-efficacy; to help students gain enhanced understanding of cause-effect relationships and the rationale for safety principles; and to enhance the perception that safe behavior is smart. The

learning, language maintenance, and mental health in migrant children, another with the critical period theory for language learning. A second set of assumptions is concerned with the relation between affection and cognition in general. A third set of hypotheses considers the relationship between language and cognition. Research and statements regarding the three sets are reviewed. The actual relationships are studied by means of canonical correlations, and compared with averaged simple correlations. No systematic correlations between language and emotion, and cognition and emotion could be found. However, the associations between language and non-verbal intelligence, reading and intelligence, and language and reading were found to be substantial. The results agreed with recent neuropsychological, endocrinologic, and perceptual research. Contains 88 references. (Author/LB)

ED 357 622

FL 021 195

Alvarez, Anicia A.

Pilipino or English in Science Learning? The Case of Bilingual Education in the Philippines.

PUB DATE- 12 Dec 91

NOTE- 18p.; Paper presented at the International Conference on Bilingualism and National Development (Bandar Seri Begawan, Brunei, December 9-12, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bilingual Education; Educational Policy; Elementary Secondary Education; English (Second Language); Foreign Countries; *Language of Instruction; Native Speakers; *Official Languages; *Science Instruction; *Tagalog; Translation; Uncommonly Taught Languages

IDENTIFIERS- *Philippines

Despite long-standing provisions in three Philippine constitutions naming Filipino as the national language, there has been no serious effort to implement the use of Pilipino in the Philippine educational system. Pilipino is based mainly on Tagalog, but is also a blend of words taken from English, Spanish, Arabic, Tamil, and Chinese. A 1973 bilingual policy allowed teachers to use Pilipino in social science subjects and English in science and mathematics subjects due to the difficulty of translating some technical terms. Bilingual education was defined as the separate use of Pilipino and English as media of instruction in definite subjects and the use of the vernacular of the locality as the auxiliary medium of instruction. Implementation of this policy seems to have resulted in the deterioration of achievement results in English, science, and mathematics. Proponents of teaching science in English cite three major reasons for its continued use: it is tested and viable, it is economical, and it is universal. Opponents suggest that science can be taught effectively using the native language and that using English as the language of instruction benefits only the elite. Several studies are cited that are not conclusive but that suggest the difficulty in formulating a single educational policy flexible enough for a country like the Philippines where the vernacular seems to influence the learning of subjects like science. It is concluded that the first language of children is necessary for learning science. Contains 10 references. (LB)

ED 357 623

FL 021 193

Mar Chead Teanga).

PUB DATE- 92

NOTE- 103p.

LANGUAGE- English; Irish

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Foreign Countries; *Irish; *Language Acquisition;
Language Research; Linguistic Theory; *Phonology; Speech
Therapy; *Syntax; Uncommonly Taught Languages; Urban Areas

IDENTIFIERS- Ireland; Universal Grammar

The results of ongoing research on the acquisition of Irish as a first language are presented in this collection of four papers from a 1991 seminar and a fifth paper specially commissioned for this volume. The study of Irish syntax is of particular interest because of its contribution to the ongoing search for a Universal Grammar. The papers and authors are as follows:

"The Acquisition of Irish as a First Language: What Do We Know?" (Tina Hickey); "Irish Language Acquisition and Speech/Language Therapy: Principles and Needs" (J. L. Kallen and Martine Smith); "Resilience and Versatility in an Urban Gaeltacht" (Gabrielle Maguire); "Developmental Stages in the Acquisition of Irish Phonology and Initial Mutations" (Donall P. O Baoill); and "Lan Beil" (Diarmuid O Donnchadha), which is in Irish. (Contains 110 references.) (LB)

ED 357 644

FL 021 278

Fryer, T. Bruce, Ed.; Medley, Frank W., Jr., Ed.

Language in Action: Theory and Practice. Dimension: Languages '88.

PUB DATE- 89

NOTE- 123p.; Selected papers from the Annual Meeting of the Southern Conference on Language Teaching (24th, Charleston, SC, October 13-16, 1988).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Articulation (Education); Classroom Techniques;
*Cultural Awareness; Higher Education; Junior High Schools;
Language Proficiency; *Language Tests; Latin; Listening
Comprehension; Multicultural Education; *Music; Personality;
*Second Language Instruction; Second Language Learning;
Standardized Tests; Student Placement; Success; *Writing
Skills; Written Language

IDENTIFIERS- University of Southern California

Eight papers from a conference on language teaching are presented in this publication. The conference brought together some 500 foreign language educators, and the papers contained in this volume were selected as representative of the variety of topics addressed at the conference and because they challenge readers to expand their frames of reference and begin to look for uncommon solutions to common problems. Papers and authors are as follows: "The Relationship between Personality and Success in the Study of a Second Language" (Richard W. Thames); "Music and the Teaching of Listening Comprehension" (David C. Alley); "Writing as Process or Back to Nature" (Tom Cooper); "Early Foreign Language Composition" (Douglas Magrath); "Culture Teaching: The Hidden Agenda" (Caryl L. Lloyd); "Cross-Cultural Activities in the Foreign Language Classroom" (Paula R. Heusinkveld); "Success Oriented Latin Instruction at the Junior High School Level" (V. Louise Katainen); and "The Articulation of Curriculum through a Standardized Proficiency-Based Diagnostic/Placement Test: The USC Experience" (David Hill and Art Mosher). Contains 168 references. (LB)

degrees conferred; comparative analyses of student population and faculty demographical data; tuition, fees, donations, and details on other areas of financial support for both the students and the institution; and descriptive details of the school's buildings and space allocations. (GLR)

ED 357 667

HE 026 413

Guthrie, Larry F.

Retention and Performance of At-Risk Students in the California State University System. Knowledge Brief Number Ten.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - General (140)

DESCRIPTORS- *Academic Achievement; *Academic Aptitude; Academic Persistence; Comparative Analysis; Dropout Rate; Higher Education; *High Risk Students; Mathematics Achievement; Outcomes of Education; Postsecondary Education; Research; *School Holding Power; Scores; Undergraduate Students; Undergraduate Study

IDENTIFIERS- *California State University

This paper summarizes evaluation data of at-risk student outcomes within the California State University (CSU) System in terms of student retention and academic performance. Findings concerning student retention are presented in the following areas:

retention by ethnicity and by admission basis; retention by entering test performance; and the retention rates across cohorts and programs. This is followed by an analysis of student performance in the Intensive Learning Experience (ILE) remedial program and in the orientation program, Summer Bridge; and of student performance on the Entry Level Mathematics (ELM) exam and subsequent enrollment and grades in baccalaureate mathematics courses. Among the key findings are that: (1) passing ELM greatly increased student chances of enrolling in and passing baccalaureate math; (2) retention figures for ILE students were comparable to overall CSU system figures; and (3) many students who fail the ELM exam and retake it go on to pass the exam and eventually succeed in their baccalaureate course. (GLR)

ED 357 668

HE 026 414

Keough, Kristin

Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1983 through 1991. E.D. TABS.

PUB DATE- May 93

NOTE- 42p.; For the 1982-1990 report, see ED 346 807.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Comparative Analysis; Data Collection; *Educational Finance; Expenditures; *Financial Support; Higher Education; Income; Nonprofit Organizations; *Private Colleges; *Public Colleges; Research Methodology; Statistics; Universities

IDENTIFIERS- Consumer Price Index

This report presents revenue and expenditure data on the nation's accredited institutions of higher education over the 9-year period from fiscal year (FY) 1983 through FY 1991. Data are from the Integrated Postsecondary Education Data System

will form part of the Committee's research agenda. (JB)

ED 357 688

HE 026 435

Open Hearing on Simplification of Need Analysis and the Delivery System, and Outreach and Early Awareness Programs (Stanford, California, August 14, 1989).

PUB DATE- Aug 89

NOTE- 12p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; *Economically Disadvantaged; Eligibility; Federal Programs; Financial Services; Government Role; Higher Education; *Information Dissemination; Information Needs; Information Services; Intervention; *Minority Groups; Need Analysis (Student Financial Aid); Paying for College; Program Administration; *Public Policy; Records (Forms); *Student Loan Programs

The Advisory Committee on Student Financial Assistance held a hearing in California on the administration of federal student financial aid programs in higher education with emphasis on the simplification of need analysis and the delivery system, and outreach and early awareness programs. Testimony was offered by individuals from national and regional financial aid administrators groups, directors of financial aid offices, directors of federal outreach programs, financial aid officers and representatives of other national outreach programs. The testimony presented gave near unanimous support for simplification of need analysis. Comments were primarily directed toward those legislative changes advanced under a proposed Educational Excellence Act. Participants argued for automatic independent status for graduate and married students. Those who spoke about assets and home equity were not in favor of eliminating either from need analysis. Categorical exemptions were recommended and discussed. Eight specific recommendations on need analysis were offered. Participants discussed outreach and early awareness efforts with many reporting that current efforts do not reach those who need them most, that students must know and believe that financial assistance will be available at college, and that parents should be included in outreach effort goals. (JB)

ED 357 689

HE 026 436

Subcommittee on Need Analysis and Delivery System. Background Paper. Phase I: Background and Problem Definition.

PUB DATE- Nov 89

NOTE- 34p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Delivery Systems; Economically Disadvantaged; Eligibility; Federal Programs; Higher Education; Minority Groups; *Need Analysis (Student Financial Aid); *Policy Formation; Public Policy; Student Financial Aid

This paper outlines the major issues to be considered, and the tasks to be undertaken, by the Advisory Committee on Student Financial Assistance's Subcommittee on Need Analysis and Delivery System. In particular, the subcommittee's plans to address the following three areas are described: (1) opportunities for further simplification and integration of federal need analysis and program eligibility models; (2) the feasibility of excluding certain disadvantaged subpopulations

Analysis; Data Analysis; Data Collection; Higher Education;
Research; *Student Evaluation; *Two Year Colleges;
Undergraduate Study; *Universities

IDENTIFIERS- Collegiate Assess Acad Prof Crit Think Test

This study examined the relative intellectual impacts of two- and four-year college educational programs by focusing on changes in reading comprehension, mathematics, and critical thinking skills in 204 freshmen students who attended either a public two-year community college near a large metropolitan area or a public four-year, urban research university. Preliminary data collection included a precollege survey on student demographic characteristics and background data, and the Collegiate Assessment of Academic Proficiency, developed to assess selected general skills typically obtained by students in the first 2 years of college. A follow-up test was administered at the end of the freshman year. With controls made for precollege cognitive skills, age, work, place of residence and enrollment status, two-year college students did as well as their four-year counterparts in terms of freshman year gains in the variables under study. Contains 18 references. (GLR)

ED 357 708

HE 026 458

Rhoads, Robert A.; Tierney, William G.
Cultural Leadership in Higher Education.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 92

NOTE- 106p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Administrator Attitudes; Administrator Guides;
Change Agents; *College Administration; *Cultural Context;
Higher Education; *Leadership; Organizational Change;
Organizational Climate; *Problem Solving

This guidebook argues that solutions to the many problems that internally plague academic institutions of higher education are best developed when administrators closely examine the values, beliefs, traditions, and histories that organizational members hold. Institutional evaluations should take place within a cultural context in which organizational members both shape and are shaped by the symbols and rituals of the institution. Eight principles are proposed for effective leadership of academic institutions. Principles are based on the concept that these institutions exist as cultures where a wide range of people with varied backgrounds are welcomed. Following the discussion of these principles, the guidebook offers four vignettes to illustrate how these principles can effect real change. Also included is an annotated bibliography of 64 references organized around six key areas: (1) academic culture/subculture research; (2) building diverse academic communities; (3) cultural leadership; (4) organizational change; (5) organizations as cultures; and (6) theoretical works on culture. (GLR)

ED 357 709

HE 026 459

Ward, Kelly A.; And Others

Multiculturalism and Innovation in Academe: Recent Approaches.

NOTE- 28p.; For related documents, see HE 026 478-481.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Blue Ribbon Commissions; *College Planning; *Educational History; Governance; Higher Education; Institutional Role; *Long Range Planning; *Organizational Objectives; State Legislation; *State Universities

IDENTIFIERS- *Institutional History; *State University of New York
This paper explores the State University of New York's (SUNY) 34-year history as a background to planning the system's direction as it moves into the next century. The paper's specific focus is on the University's own internal planning mechanisms and its response to recommendations made by the independent review bodies periodically charged with assessing its progress. An opening section provides an overview of the system's development and context. A section on planning in SUNY reviews the original trustees' master plan adopted in 1950, the 1960's master plan, and other types of planning and evaluation: internal system plans and studies, individual campus plans and goals, evaluations of external commissions and consultants, and periodic reviews. An examination of efforts to build a university in accordance with the plans looks at assistance from the Heald, Wells, and Muir reports in the 1960s, efforts to expand access and programs, development in the 1970s and 1980s, and legislation in the 1980s giving the system more autonomy. It is concluded that SUNY's planning has been critical to achieving its mission and four of its principal features: access; comprehensiveness; campus and program diversity and differentiation; and quality. (JB)

ED 357 726

HE 026 481

Johnstone, D. Bruce

SUNY 2000. A More Significant Player: A Report on the SUNY 2000 Agenda of Meeting State Needs.

PUB DATE- Mar 93

NOTE- 32p.; For related documents, see HE 026 478-481.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Planning; *Conservation (Environment); *Economic Development; Futures (of Society); Health Needs; Higher Education; Institutional Role; Long Range Planning; *Organizational Objectives; *Primary Health Care; *Public Education; Social Services; State Universities; Statewide Planning

IDENTIFIERS- New York; *State College Relationship; *State University of New York

This report by the Chancellor of the State University of New York (SUNY) discusses SUNY's "greatest challenge"--that is, the goal of becoming "a more significant player" in meeting New York State's needs in five crucial areas, namely, economic development, environmental conservation, health, public elementary and secondary education, and social services. The context for the effort and the formation of this organizational goal in planning for SUNY in the next century are discussed, and the Chancellor's own priorities, drawn from the reports of the Task Groups working on the five issues are described. These priorities are presented in the form of an eight-point action agenda which calls for: maintaining the Advisory Council on State Needs, requesting a special "state needs" budget, inventorying ongoing state needs projects, establishing a

LAUC Regional Workshops on Cultural Diversity in Libraries.

PUB DATE- 92

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Libraries; *Access to Information; Cultural Awareness; *Cultural Differences; Cultural Pluralism; Ethnic Groups; Futures (of Society); Guidelines; Higher Education; Library Associations; *Library Collection Development; *Library Collections; Library Instruction; Library Science; Library Services; Library Surveys; *Reference Materials; State Programs; Universities; Workshops

IDENTIFIERS- *University of California

The Libraries of the University of California recognize the need to transform present collections and services into the library of the 21st century. Doing so will require bridging issues of cultural diversity and enhancing support for existing diversity collections. The Ad Hoc Committee on Regional Workshops of the Library Association of the University of California conducted a preliminary survey of existing ethnic focused collections and services, drafted five issues papers covering the major critical areas in library and information science, and conducted workshops for librarians of the university focusing on the issues papers. Workshops for 85 members from all 9 campuses reviewed the issues papers. The recommendations of the issues papers and others that emerged in the workshop are the core of this report. Twenty-seven recommendations are grouped into the following areas: (1) general; (2) collections; (3) access; (4) reference and bibliographic instruction; and (5) recruitment, advancement, and retention. Appendixes contain a chronology, the workshop proposal, and the workshop invitation and flyer. (Contains 86 references.) (SLD)

ED 357 745

IR 054 544

Rubin, Rhea Joyce

Older Adults and School Age Children Together in the Library: A Texas Intergenerational Library Programs Manual.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 92

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Age Groups; *Children; Community Programs; Demography; Elementary Education; Elementary School Students; Generation Gap; *Intergenerational Programs; Interpersonal Relationship; *Library Services; *Older Adults; Program Evaluation; Public Libraries; *Sharing Behavior; Volunteers

IDENTIFIERS- *Texas

Intergenerational activities are any activities planned to be of mutual benefit to more than one age group. This manual concentrates on school-age children and older adults sharing experiences in the library or elsewhere using library materials. The following four models are introduced: (1) Sharing Letters; (2) Sharing Stories; (3) Sharing History; and (4) Sharing Fun. They range from simple to complex, and include

technology, the Harvard pilot program for its libraries, and mass deacidification at the national and international levels. The selection process for mass deacidification is described in the second section on two levels: (1) the exploration of an overall intellectual approach and the development of a model based on the pilot operational program to select, send, and receive materials that have been deacidified; and (2) the physical selection process itself, which covers leather bindings, coated paper, adhesives, labels, plastics, and photographs. The third section considers program processing: packing, shipping, recordkeeping, marking bibliographic records, and turn-around-time; and the fourth section covers treatment concerns. The final two sections present project numbers and costs, and the 1992/93 plan of work. (GLR)

ED 357 766

IR 054 578

Eshpeter, Barry; Gray, Judy
Preparing Students for Information Literacy. School Library Programs and the Cooperative Planning Process.

PUB DATE- 89

NOTE- 120p.; Portions contain small print.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Course Integrated Library Instruction; Elementary Secondary Education; Foreign Countries; *Information Literacy; Information Retrieval; Information Seeking; Library Role; *Library Services; *Library Skills; Media Specialists; Models; *School Libraries; Skill Development; User Needs (Information); Users (Information)

IDENTIFIERS- Canada; *Information Skills; *Librarian Teacher Cooperation

This report discusses the development of a school library program for Canadian schools that departs from tradition by focusing on the instructional role as the most significant work of the teacher-librarian and presents a new program model paradigm. The paradigm is examined under three main headings: (1) the instructional component; (2) student information profiles; and (3) cooperative planning. The focus of the instructional component of the model is its information segment in which five phases are explored: the pre-search phase; information retrieval; information processing; information organizing and creating; and information sharing. The report then discusses what student information profiles are, the importance of having profiles in strengthening library value by building student skills and problem-solving behaviors, and how these profiles are developed for each phase of the information/instructional component. Finally discussed is the cooperative planning and teaching function in which there is integration of information strategies and skills into the curricular programs of the classroom. Reproducible presentation masters on school library programs and the model paradigm are provided. (Contains 24 references.) (GLR)

ED 357 767

IR 054 579

Doyle, Robert P.
U.S. Information Ambassadors: The 1991-92 Library Fellows and Debriefing Report.
SPONS. AGENCY- United States Information Agency, Washington, D. C.

Students

A study was conducted by the Community College Program Area at Virginia Polytechnic Institute and State University to measure the effects of declining revenues on open door policies of community colleges. One aspect of the study, conducted in fall 1992, sought to determine what community colleges across the nation were doing to maintain quality services when budgets have been reduced through declining state support. The survey instrument was mailed to 30 institutions, and useful data were obtained from 27, including 18 colleges experiencing budget shortfalls. Study findings included the following: (1) 81.3% of the institutions reported current budget shortfalls; (2) 77.8% reported decreases in state funding, compared to 5.6% reporting state funding increases; (3) 30.8% reported local funding decreases; (4) 23.5% indicated that they had the authority to raise taxes, and 89% had development or advancement offices; (5) all colleges reported overall increases in enrollments, with transfer programs experiencing the largest increases; (6) 88.9% had increased tuition and fees, and 58.8% increased fees related to instruction; (7) salaries and curriculum development were affected by declining revenues; and (8) strategies currently used by colleges to cope with financial problems included forging partnerships with business and industry, increasing grant development and private foundation initiatives, increasing part-time appointments, increasing class sizes, and participating in educational consortia. (MAB)

ED 357 784

JC 930 266

Dowd, Steven B.

Human Resource Development Planning in a Community College

Program Based on a View of the Future.

PUB DATE- 93

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070) Reports - Descriptive (Program/Project Descriptions)

(141) Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Planning; Committees; Community Colleges;

Cooperative Programs; Faculty Development; Formative

Evaluation; *Futures (of Society); *Human Resources; Literature

Reviews; *Long Range Planning; *Program Design; *Program

Development; Program Effectiveness; Program Implementation;

*Radiologic Technologists; Staff Development; Two Year Colleges

IDENTIFIERS- Lincoln Land Community College IL

In recognition of the importance of futures information in planning efforts and continued staff development in achieving institutional goals, Lincoln Land Community College (LLCC), in Springfield, Illinois, undertook a project to develop and validate a strategic planning process for human resource development of faculty and staff in a radiologic technology program operated with a local hospital. The first step of the project involved a review of the literature, which emphasized the importance of incorporating a vision of the future in planning and highlighted models of strategic planning that matched organizational needs to the development needs of individuals. A vision statement of the future of radiography was developed from the review and was approved by a committee of experts in the field. In the second step, a human resource development plan was formulated based on the strategies found in the literature. The plan integrated futurism into organizational planning and involved an analysis of the institution's major assumptions, goals, and priorities. The

defined through the DACUM workshop, a survey was conducted of 333 pharmacy-related businesses in Iowa and the Illinois Quad Cities area, identified through a previous survey as employers of PT's. The survey listed specific job skills, grouped into the following categories: basic skills (11 skills); operating computers (11 skills); filling orders (21 skills); chemo procedures (11 skills); filling outpatient prescriptions (16 skills); maintaining inventory (9 skills); recordkeeping (3 skills); and professionalism (4 skills). Respondents were asked to identify which skills entry-level PT's were expected to perform and to rate the importance of each skill for the entry-level PT. Study findings, based on a 55% response rate (N=183), included the following: (1) 42.1% of the respondents represented pharmacies in retail stores, 22.4% hospital pharmacies, and 15.3% stand-alone pharmacies; (2) the Chemo Procedures category was most frequently cited as containing non-entry-level tasks; (3) most skills identified as entry-level were also considered important; and (4) respondents placed a strong emphasis on communication skills and filing and typing skills. The survey instrument is included. (PAA)

ED 357 801

JC 930 284

Labor Market Assessment of Business Computer Programming

Personnel for the Eastern Iowa Community College District.

PUB DATE- Jan 92

NOTE- 35p.; The survey form contains small type.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; *Computer Science Education; Curriculum Development; *Educational Needs; Employer Attitudes; *Employment Opportunities; Employment Patterns; Job Skills; *Labor Market; Labor Supply; Occupational Surveys; *Programers; Program Evaluation; Programing; Questionnaires; Two Year Colleges; Vocational Education

IDENTIFIERS- Eastern Iowa Community College District

In October 1991, a labor market assessment was conducted to provide information and direction for the curriculum development and evaluation efforts of the Eastern Iowa Community College District's (EICCD's) Business Computer Programming (BCP) Program. The study focused on employment opportunities for and educational needs of personnel performing business computer programming functions. Surveys were sent to 96 local businesses believed to be employing business computer programmers, requesting information on the functions and training needs of computer personnel; minimum educational level and salary of entry-level computer programmers; immediate and projected job openings; and emerging trends. Study findings, based on a 35% response rate (N=33), included the following: (1) 92% of the respondents reported using microcomputers, with most (85%) using them for word processing; (2) 64% reported that they used mainframe computers, and 36% reported using mid-range computers; (3) 57.1% reported that an associate degree was the minimum educational level for full-time mainframe computer programmers; (4) respondents utilizing mainframe computers projected 111 job openings through 1994, while those using mid-range computers projected only 12 openings; (5) respondents using mainframe computers who have hired EICCD graduates recommended more emphasis on accounting, communication skills, and human relations skills in the BCP program; and (6) 85% of the respondents estimated that their company would send employees to community colleges for

craft demonstrations, and community role models, are detailed, and 21 books and resources are listed. The Spanish-language materials for at-home use include: (1) a letter to the family explaining the GUS program, the importance of family participation, and tips on parenting; (2) information sheets for parents, advising them to believe in their children, value good health, set a good example in medication use, teach their children responsibility, let children solve their own problems, and permit children to say "no"; and (3) activity sheets for children, including pages on which children can draw things that make them feel good or annoy them; sheets on which to identify things that are bad for them; and sheets covering such activities as putting away toys, going to the store, and traveling through the neighborhood safely. Sample awards for children and GUS promotional materials are included. (AC)

ED 357 818

PS 020 849

Hammer, Judith McGowan; O'Bar, Angelina Merenda
Growing Up Strong: A Mental Wellness and Life Skills Development Program for Preschoolers. Second Edition.
SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- 88

NOTE- 122p.; For other kits in this series, see PS 020 848-855.

Large classroom posters not included here.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Activity Units; Check Lists; *Child Rearing; Class Activities; Classroom Observation Techniques; *Daily Living Skills; Decision Making Skills; *Early Intervention; Family Programs; Instructional Materials; Language Skills; Learning Activities; Mental Health; *Parent Participation; Parent Student Relationship; Preschool Children; Preschool Education; *Prevention; Safety; Self Esteem; *Substance Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

Growing Up Strong (GUS) is a curriculum designed to develop strong mental health in preschool through sixth grade students. This document contains a GUS teacher's guide for preschool classrooms and masters of materials that can be sent home with preschool children to promote family involvement in GUS. Part I of the four-part teacher's guide provides background information about the program. Part II includes a sample letter to families, information on the GUS Observable Behavior Checklist, tips on using family involvement information and activity handouts, and information on making and using Gus and Gussie dolls and puppets. Part III offers suggestions on classroom management, task-oriented instruction, and ways of making positive comments to children and helping students note their accomplishments; instruments to help teachers deal with parents' criticisms of teachers, irate parents, and child abuse; and advice on enhancing young children's self-concept and lists of resources. Part IV provides 33 in-class GUS activities that are designed to help young children become aware of themselves and of others and to develop socially, creatively, emotionally, and verbally. The materials designed for children to take home include: (1) a letter to the family that explains the GUS program and the importance of family involvement, and offers parenting tips; (2) information sheets for parents covering such topics as instilling confidence in children, setting a good example in the proper use of

Lejeune, Genevieve, Ed.
Children Worldwide, 1992.

PUB DATE- 92

NOTE- 105p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Acculturation; Child Neglect; Children; *Child Welfare; Cultural Influences; *Cultural Pluralism; Developing Nations; Foreign Countries; Periodicals; Poverty; *Refugees; *Sexual Abuse; *World Problems

IDENTIFIERS- *Child Prostitution

Each of the three journal issues comprising volume 19 (1992) of "Children Worldwide" focuses on a specific theme. Issue 1 contains six articles about refugee children, including essays about a community self-help approach in Pakistan, unaccompanied minors in Hong Kong, and refugee families raising children in a new culture; guidelines for working with psychologically distressed children; and a summary of recommendations from the International Catholic Child Bureau (ICCB) Seminar on the Well-Being of Refugee Children. Issue 1 also contains articles about children in Iraq and Latin America, child rights and family life, and evangelization. Issue 2, which deals with the sexual exploitation of children, includes articles about the rehabilitation of sexually exploited children in the Ivory Coast, Mauritania-Senegal, Kenya, Brazil, Colombia, Thailand, India, and the United States; abuse prevention strategies used in Thailand and Belgium; a survey conducted in Ecuador about sexual abuse; the End Child Prostitution in Asian Tourism campaign; the United Nations recommendations on child prostitution; the ICCB's role in coalition building; the mass media and sexual exploitation; and legal and juridical issues. Issue 3 focuses on children in intercultural contexts and contains articles on the effects of poverty and marginalization on child development; child abandonment in Eastern Europe; intercultural dynamics between Western and local values in Asia; the challenges of intercultural education in Europe and North America; the culture of urban poverty in Latin America; the effect of Middle Eastern fundamentalism on children; disabled children; parenting; forced migration; ethnic music; and oral traditions. In addition, articles on children's rights, sexual exploitation, and culture are included. (AC)

ED 357 836

PS 021 279

Mitchell, Anne; And Others

Child Care Choices, Consumer Education, and Low-Income Families.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

PUB DATE- 92

NOTE- 67p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Consumer Education; *Day Care; Early Childhood Education; Employment Programs; *Federal Programs; *Low Income Groups; *Parent Attitudes; Parent Education; Parents; Parent School Relationship; Welfare Recipients

IDENTIFIERS- *Job Opportunities and Basic Skills Program

In 1991, the National Center for Children in Poverty undertook a

development, toilet training, immunization status, illnesses, and visual and hearing defects are discussed in Chapter 3. Chapter 4 examines infant feeding and preschoolers' diets. Information concerning worm infections is presented in Chapter 5. Chapter 6 discusses the effects of environmental factors on children's physical growth, health, and nutrition. Chapter 7 examines study results that relate to cognitive development, highlighting children's ability to classify, understand series and conservation, reason, and solve problems. Chapter 8 examines children's language development, vocabulary development, and language fluency. Data pertaining to children's social and emotional development and personality traits are presented in Chapter 9. Chapter 10 examines relationships among various areas of development discussed in the previous chapters. Chapter 11 draws implications from the study results for childrearing practices, parent education, and preschool educational practices. A reference list is included in each chapter. (BC)

ED 357 854

PS 021 377

Woodill, Gary A., Ed.; And Others
International Handbook of Early Childhood Education.

PUB DATE- Dec 92

NOTE- 950p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Curriculum; Day Care; Developed Nations; Developing Nations; *Early Childhood Education; *Educational History; Educational Philosophy; Elementary Education; Foreign Countries; Kindergarten; *Parent Education; Parent Participation; *Preschool Education; Special Education; *Teacher Education

IDENTIFIERS- International Surveys

The first of two introductory essays in this handbook presents a historical perspective on international early childhood education; the second provides a cross-national analysis of themes in late 20th century child care and early education. The bulk of the document consists of essays that review early childhood, preschool, primary, or elementary education in Albania, Antigua and Barbuda, Argentina, Australia, Austria, Bahrain, Belgium, Botswana, Brazil, Bulgaria, Canada, Chile, the People's Republic of China, Costa Rica, Cyprus, Finland, France, Germany, Ghana, Great Britain, Hong Kong, Hungary, India, Iran, Israel, Italy, Japan, Kenya, Liberia, Malaysia, Malta, the Netherlands, New Zealand, Nigeria, Oman, Russia, South Africa, Spain, Sudan, Swaziland, Taiwan, Turkey, the United Arab Emirates, the United States, and Yemen. Topics discussed in these essays include curriculum, teacher education, parent involvement and education, the historical background of education, special needs children, day care, school organization, and educational theories and philosophy. Most of the essays contain a reference list. The book itself contains a bibliography of approximately 300 works in English that present an overview of early childhood education in a particular country or compare early childhood education in two or more countries. (BC)

ED 357 855

PS 021 378

Seng, Seok-Hoon; Betts, Debra
Stressful Life Events in Preschoolers: A Cross-Cultural Study.
PUB DATE- 93

social issues presented in Section B relate to: (1) child welfare and child abuse; (2) youth injury and mortality; (3) homeless youth; (4) infant healthcare; (5) mental health and suicide; (6) substance abuse; (7) infectious and sexually transmitted diseases and AIDS; and (8) juvenile delinquency. The final section lists Nevada's national ranking in selected areas. (Contains 50 references.) (TJQ)

ED 357 873

PS 021 409

Harrison, Algea; And Others
Perceptions of Social Networks among Adolescents from Three Cultures.

PUB DATE- 92

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Cross Cultural Studies; Foreign Countries; Friendship; Parent Child Relationship; Sibling Relationship; *Social Networks; *Social Support Groups; Teacher Student Relationship

IDENTIFIERS- *Adolescent Attitudes; China (Nanjing); United States; Zimbabwe (Harare)

This document reports the results of a cross-cultural study of adolescents' assessments of the quality of their relationships. Subjects were 13- to 15-year-old adolescents in Nanjing, China (N=53), a metropolitan area in the midwestern United States (N=53), and Harare, Zimbabwe. The adolescents in Zimbabwe were members of the Shona tribe (N=37). The Network of Relationships Inventory was used to assess nine relationship qualities: (1) reliability; (2) enhancement of worth; (3) affection; (4) instrumental help; (5) companionship; (6) intimacy; (7) conflict; (8) satisfaction; and (9) discipline. The subjects rated each of these qualities in their relationships with their mother, father, favorite relative, teacher, sibling, and best friend. Results indicated that adolescents in Zimbabwe perceived few differences between members of their social network. Chinese adolescents perceived their social networks in three subgroups: parents, nonparental adults, and peers. For American adolescents, major differences in the scoring patterns for the different relationships were found. Adolescents in Zimbabwe perceived their needs as met by all members of their social network more so than did Chinese or American adolescents; and held their teachers in higher esteem than did Chinese or American adolescents. American adolescents relied more on their parents and siblings than on other individuals to provide for their social needs; and rated relatives higher in affection and intimacy than did adolescents in China and Zimbabwe. Chinese adolescents' perception of intimacy in their social network was lower than that of adolescents in the United States and Zimbabwe. Data was presented in tabular form. (BC)

ED 357 874

PS 021 412

Treppie, Carmen
Multicultural Approaches in Education: A German Experience. Studies and Evaluation Papers 11.

PUB DATE- Apr 93

NOTE- 27p.; This paper is a development of a speech presented at a conference held by the European Forum for Child Welfare (Hamburg, Germany, April 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

collaborative processes, results revealed that, far from being the main determinant of cognitive change, feedback was mediated by the nature of the collaboration between partners. It is clear that an approach that relies on independent variables may be less useful in understanding the cognitive consequences of collaboration than an approach that questions how collaboration impacts cognitive development. (MM)

ED 357 892

PS 021 510

A Resource Booklet on Transitions: SERVEing Young Children Project.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Check Lists; Early Childhood Education;

Kindergarten; Program Descriptions; *School Readiness;

*Transitional Programs; Young Children

IDENTIFIERS- Linkage; *SERVEing Young Children Project; United States (Southeast)

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors and policymakers seeking comprehensive and lasting improvement in education in the five southeastern states. SERVEing Young Children is the early childhood project within SERVE. The first section of this resource booklet introduces the project, which focuses on the transitions children make from home, preschool, or child care into elementary school. The second section describes the mission and goals of the project; lists information and services provided by and activities conducted by the project; and identifies issues that are important in strengthening transitions. The third section lists practices that schools have used in the past to foster transitions, practices that can be used in the future, and barriers to successful transitions. A checklist of elements that should be found in effective transitions programs is presented in the fourth section. The fifth section consists of three selected readings: (1) an ERIC digest on school readiness; (2) an ERIC digest on transitions; and (3) the final report of a national study on transitions to kindergarten in American schools. A list of 29 suggested readings and a 9-item bibliography are presented in the final two sections. (BC)

ED 357 893

PS 021 511

Employers' Roundtable on Work and Family Issues: A Directory of Metro-Denver Employers' Involvement in Work and Family Programs and Policies.

PUB DATE- Jul 92

NOTE- 96p.; Prepared by the Office of First Impressions (Governor Romer's Initiative on Early Childhood).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Day Care; Early Childhood Education; Employee

Assistance Programs; Employees; *Employer Employee

Relationship; *Employers; *Family Programs; *Financial Support;

DESCRIPTORS- College Graduates; *College Students; *Degrees (Academic); *Educational Attainment; *Educational Trends; Elementary Secondary Education; Enrollment; Enrollment Rate; *Enrollment Trends; Higher Education; *Hispanic Americans; Young Adults

IDENTIFIERS- ERIC Digests; Hispanic American Students

Although participation of Hispanic-Americans in higher education is growing, the Hispanic share of participation (enrollment and degrees) is still far less than the Hispanic share of the U.S. population. Indeed, the college enrollment rate among Hispanics aged 18-24 declined to 16.2 percent in 1990 from a high of 20.4 percent in 1975. During the same period, the college enrollment rate among all non-Hispanic Whites in the same age group increased to 36.8 percent from 27.4 percent. Improving the level of educational attainment among Hispanics will require attention to the K-12 experience. These efforts must focus not only on increasing the high school graduation rate among Hispanics, but also on improving the quality of Hispanic students' K-12 experiences. From 1980 to 1990, the Hispanic share of total enrollment and share of total degrees conferred increased for 2-year programs, 4-year programs, graduate programs, and professional schools. Educational, economic, and social factors contributing to the underrepresentation of Hispanics in higher education are outlined. Recommendations for improving Hispanic participation in higher education are offered to teachers and school-district, college, and university administrators. (SV)

ED 357 912

RC 019 141

Keith, Patricia B.; Fortune, Jimmie C.

Establishing Rural Even Start Programs: Lessons Learned from a Demonstration Project.

PUB DATE- 8 Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Demonstration Programs; *Early Intervention; *Federal Programs; Parent Participation; *Preschool Education; *Preschool Evaluation; Program Development; Program Evaluation; *Program Implementation; *Rural Education

IDENTIFIERS- *Even Start

This report examines critical issues that rural educators face in establishing preschool programs. Even Start is a federal program designed to meet the educational needs of preschool children who have under-educated parents. In addition to participating in their child's education, the program requires parents to enroll in educational or vocational training programs. External evaluators analyzed accountability, program effectiveness, and impact of a rural Even Start program established during the 1991-92 school year. Techniques such as participant observation, ethnographic investigation, interviewing, and surveys were employed. Because the federal government was late in awarding funds, early obstacles included finding a physical location for the program, hiring staff, and promoting community awareness of the program. Other barriers were limited community support, competition among four established preschool programs, and problems associated with the adult education component of the program. Although census data indicated about 350 eligible preschoolers, only 3 students

IDENTIFIERS- *Arizona; United States (Southwest)

This booklet provides Arizona educators with classroom resources in multicultural education and sources of training for educators. Resources include: (1) media materials and speakers on various humanities topics including contributions of different cultures to Arizona; (2) curriculum units and instructional materials on Arizona's American Indians and specific tribes of the Southwest; (3) a bibliography covering cultural diversity and various ethnic groups; (4) a handbook, training packets, and a staff development teleconference on classroom techniques to use with culturally diverse and limited-English-speaking students; (5) a 3-day cross-cultural cultural immersion program in Tsaile, Arizona, in the Navajo Nation; (6) Native American artists for week-long classroom visits; (7) holdings of the Heard Museum library and archives on Native American culture and the Southwest; (8) teacher workshops covering acquisition of a second language, teaching methods for the culturally diverse classroom, migrant lifestyles, and southwestern Indian culture; (9) Native Peoples Magazine; (10) Project REACH, promoting multicultural and global awareness and skills among elementary and junior high school students, with related teacher training; and (11) school assembly programs on Native American (including Latin American) culture. Each item lists source, audience, stated goal, description, cost, references, contact person, equipment and time needed, and, where appropriate, a summary of the depth of the additional materials contained in the program packet. (SV)

ED 357 931

RC 019 192

Brush, Lorelei; And Others

Assessment of Training and Housing Needs within Tribally Controlled Postsecondary Vocational Institutions. A Description of Facility and Housing Needs and Five-Year Projections for Meeting Facility and Housing Needs.

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 166p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *American Indian Education; *College Housing; *Construction Needs; Educational Facilities; Educational Facilities Improvement; Educational Facilities Planning; *Needs Assessment; Postsecondary Education; Technical Institutes; *Tribeally Controlled Education; Two Year Colleges

IDENTIFIERS- *Crownpoint Institute of Technology NM; *United Tribes Technical College ND

This document contains two reports that assess the facilities and equipment needs of two American Indian technical institutions, and suggest 5-year plans. United Tribes Technical College in Bismarck (North Dakota) provides 1-year and 2-year vocational-technical programs to about 280 American Indian students. Because most have low incomes and/or dependent children, or never lived off their reservations, the college also provides housing and a variety of support services. Most buildings are nearly 100 years old and require major repairs and renovations. Expansion of enrollment to accommodate students on waiting lists requires construction of additional family housing, dormitories, classrooms, and other facilities. Also needed are computers and training equipment that reflect current practice in occupational areas. The second institution, Crownpoint Institute of Technology (CIT) in the Navajo Nation (New Mexico) provides 1-year technical-vocational programs to about 150

NOTE- 23p.; Paper presented at the Annual Conference of the Association of Louisiana Evaluators (2nd, New Orleans, LA, September 27, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Artificial Intelligence; *Career Awareness; Computers; *Decision Making; Engineering; *Expert Systems; Heuristics; Models; Program Descriptions; Program Evaluation; Programming; Science Activities; *Science Careers; Science Education; Science Interests; Secondary Education; *Secondary School Students; Self Esteem; Student Attitudes

IDENTIFIERS- Hands On Experience; *Knowledge Engineering for Young Scholars Program

The Knowledge Engineering for Young Scholars (KEYS) Program was a National Science Foundation (NSF) program conducted at Louisiana State University during 1989 and 1990. The program's goals were to increase 8th-12th grade students' exposure to science, acquaint them with university research, stimulate interest in science, and build their confidence to pursue science careers. To achieve this goal students were introduced to the concepts of artificial intelligence, expert systems, and knowledge-based systems. This document presents the evaluation report of the KEYS Program in six sections. The first section identifies the goal of the program. The second section provides information about the purpose of the program, a program description, student recruitment and selection criteria, program activities, career awareness activities, philosophy and ethics of science activities, follow-up activities, the project setting, a staff profile, and cost considerations. The third section describes the evaluation study of the program that included NSF pre- and post-participation survey forms, and interviews with KEYS program managers (n=2), faculty mentors (n=2), program teachers (n=2), counselors (n=2), and random samples of student participants (n=10), parents of KEYS student participants (n=6), and applicants who did not participate (n=10). The fourth section provides brief summaries of each groups' responses to specific interview questions, and results of the NSF surveys. The fifth section concludes that: (1) since the participants were already highly motivated and interested in science careers, little change in reported interest was evidenced; (2) student participants' self report on their confidence level for their first choice of a major in college was not reliable; and (3) students did report that they did work with university faculty, develop expert systems, and learned about careers in science. The sixth section presents recommendations concerning program length, effective activities, participant recruitment, participation fees, and program assessment techniques. An appendix provides sample abstracts of KEYS students' expert systems. (MDH)

ED 357 951

SE 053 098

Seever, Mark L.

The Metropolitan Advanced Technical Magnet High School: 1990-1991. Formative Evaluation.

PUB DATE- Aug 91

NOTE- 26p.; For a summative evaluation of the Southwest Science and Mathematics Magnet High School, Kansas City, Missouri, see ED 353 136.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

strongly resembled that of adult laymen, demonstrating a socially constructed system of classification. Kempton (1981) calls this a folk classification scheme. Reliance on a prototype allows communication to occur between individuals despite idiosyncratic differences in meaning. Contains 16 references. (Author)

ED 357 969

SE 053 256

Williams-Robertson, Lydia
Forming Linkages and Private Sector Partnerships. The National Science Foundation Grant to the Science Academy of Austin 1991-92.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Mar 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Biology; Cooperative Programs; Corporate Support; *Curriculum Development; Demonstration Programs; Earth Science; Elementary Secondary Education; *Private Financial Support; Program Descriptions; *School Business Relationship; *Science Curriculum; Science Education; *Staff Development; *Student Participation; Teacher Workshops; Water Pollution

IDENTIFIERS- Austin Independent School District TX; Exemplary Schools

This document describes Project A, a cooperative school and privately funded program designed to assist the Austin Independent School District (AISD) in becoming an exemplary school district by the year 2000. The project is divided into four components. The curriculum development component presents three new curricula piloted in AISD schools in 1990: The Biological Sciences Curriculum Study, Science for Life and Living; Planet Earth; and Nonpoint Source Pollution. The staff development component describes three training institutes offered to train teachers in technology and in curriculum development: the Technology Institute; The Biological Sciences and Curriculum Development Institute; and the River Watch Institute. The student participation component conducted outreach activities with the students of teachers who attended the training institutes. The final component is a private sector partnership formed with local corporations and institutions of higher learning in order to fund the activities. Contributions by the private sector and pending grants are included in the report. (MDH)

ED 357 970

SE 053 258

Jonas, Gabriela
Physics Education in East and West Germany.

PUB DATE- 20 Apr 92

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; *Physics; *Science Curriculum; Science Education; *Science Instruction; *Science Teachers; *Student

IDENTIFIERS- Gender Schema Theory

This paper explores the relationship between the gender schema and sex typing. Drawing on previous research and personal experience, the suggestion is made that the two are distinct and separate, not necessarily co-occurring. It is further suggested that it is possible to activate the gender schema situationally. This will affect women of different sex types differently, but may have implications for their mental health regardless of sex type. Sex typing and gender schematicity are seen as distinct entities. While some researchers have suggested that individuals who are gender schematic also are sex-typed, others have suggested that one may be schematic for opposite-gender information. Cognitive structures or maps used in the processing of gender related information are referred to as gender schemas. Sex typing refers to societal expectations based on what is thought to be 'appropriate' for one or the other gender. The use of the gender schema to conform to society's expectations may cause difficulties for the woman who is herself experiencing its activation. Femininity has been found to be correlated with poorer mental health. This may be due to the specific qualities stereotypically seen as female, as well as to the limiting aspects of rigid gender roles. (Contains 25 references.) (Author)

ED 357 991

SO 022 800

Thompson, Bernida

Motivating African American Middle School Boys toward Excellence through High Interest and Activity Africentric Lessons.

PUB DATE- 92

NOTE- 59p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Academic Achievement; Adolescents; *African Studies; *Black Students; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; Learning Activities; *Males; *Middle Schools; *Student Motivation; Teaching Experience; Teaching Methods

IDENTIFIERS- *African Americans; Afrocentrism; Middle School Students

This practicum was an 8-month project designed to improve the motivational level and academic success of African American middle school boys through high-interest and activity-based Africentric lessons. The goal was to motivate black middle school males to strive for academic excellence. This goal was necessary in order to eliminate the problem of nonchalant attitudes toward school due to culturally and historically biased curriculum and exclusion of learning styles and interests. Eight months of lessons comprised of high-interest and high-energy level activities were geared to motivating African American middle school males to strive toward academic excellence. A male rites of passage club was implemented. Observation data of the students' attitude and academic performance were collected, recorded, and charted monthly. The results of the practicum were positive. The goal and objectives were successfully reached and surpassed. In addition, two funding sources offered supplemental funding for the project for the 1991-92 and 1992-93 school years. (DB)

ED 357 992

SO 022 840

Music: A Maryland Curricular Framework.

PUB DATE- 88

DESCRIPTORS- *Citizenship Education; Citizenship Responsibility;
Elementary Secondary Education; *Law Related Education;
*National Programs; *Resource Materials; Social Studies; United
States History

IDENTIFIERS- *Law Day

The stated purpose of Law Day is to call the attention of every U.S. citizen to the principles and the practice of U.S. law and justice. It is a day to reflect on U.S. legal heritage, the role of law in U.S. society, and the rights enjoyed under the U.S. Constitution. The theme of Law Day 1993 (May 1, 1993) was "Justice for All--All for Justice." This guide was designed to help teachers, citizen's groups, and other individuals or parties who wished to celebrate Law Day 1993. The guide includes the following sections: How To Plan Your Law Day Program; A Basic Low-Budget Law Day Package; Law Day Award Competition; Suggestions for Locally Sponsored Law Day U.S.A. Award Programs; American Bar Association Resources; Law Day U.S.A. Promotional, Educational, Informational Materials; Public Service Award Highlights; and Program/Project Suggestions. (DB)

ED 358 013

SO 023 054

Josephson, Michael

Ethical Values, Attitudes, and Behaviors in American Schools. A Report.

PUB DATE- 92

NOTE- 175p.; Title on document cover varies from the title page.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; *Ethical Instruction; Higher Education; *Moral Values; Secondary Education; *Social Attitudes; *Social Behavior

This book presents the findings of a study of the moral character of the U.S. generation in the 15 to 30 age group. The research results were from a comprehensive study of ethical attitudes and behaviors in the United States. During 1991 and 1992, a survey of nearly 9,000 young people and adults was conducted. Survey topics included value priorities and views about theft, lying, and cheating. Analysis of the data drew comparisons between generations. The report also explores the causes of ethical deterioration and possible solutions. Seven appendices are included: (1) an executive summary; (2) demographics; (3) data tables; (4) the Aspen Declaration; (5) a list of ethical do's and don'ts; (6) a discussion of six pillars of character; and (7) information about the Institute. (LBG)

ED 358 014

SO 023 083

Fitzhugh, William

Fast, Fun, and Cheap: Geography Activities for Children.

PUB DATE- 17 Jan 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Enrichment; Elementary Education; *Elementary School Curriculum; *Geography Instruction; Instructional Materials; *Learning Activities; Skill Development; *Social Studies

This paper offers teachers interesting ways to enliven geography instruction for students. Fast means the activities are quick

Campbell, R. J.; Neill, S. St. J.
Thirteen Hundred and Thirty Days. A Pilot Study of Teacher Time
in Key Stage 1. Final Report.

SPONS. AGENCY- Assistant Masters and Mistresses Association,
London (England).

PUB DATE- May 90

NOTE- 56p.; For related reports, see SP 034 260 and SP 034 402.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Policy; Elementary Education;

*Elementary School Teachers; Employee Attitudes; Foreign
Countries; Surveys; *Teacher Attitudes; *Teaching Load; Time
Management; Work Attitudes; Work Environment; *Working Hours

IDENTIFIERS- *British National Curriculum; Education Reform Act
1988 (England); *England; Wales

Ninety-five teachers in Key Stage 1 in England and Wales
completed a questionnaire and records of time spent on work
over a period of 14 consecutive days, resulting in detailed
records of 1,330 days of teachers' time. The data are analyzed
in terms of overall time spent on work; time distribution; and
time spent specifically on teaching, preparation,
administration, inservice training, and other activities. The
range of time spent overall was considerable, with the lowest
being equivalent to a working week of over 38 hours and the
highest being equivalent to nearly 73 hours a week. The average
was 49 hours 35 minutes. Overall, teachers spent 35 percent of
their time teaching, 31 percent in preparation, 29 percent in
administrative activities, 18 percent in inservice training,
and 6 percent in other activities. Implications for education
policy are discussed, focusing on conditions of work and
activity-led staffing, the delivery of the national curriculum,
the use of teachers' time, and issues in conceptualizing
teacher time at work. Appendices contain the form used for
recording teacher time, a copy of the time survey
questionnaire, and statistical data from the study. (JDD)

ED 358 036

SP 034 260

Campbell, R. J.; And Others
Workloads, Achievement and Stress: Two Follow-Up Studies of
Teacher Time in Key Stage 1.

SPONS. AGENCY- Assistant Masters and Mistresses Association,
London (England).

PUB DATE- Jun 91

NOTE- 97p.; For the pilot study, see SP 034 259; for the second
follow-up study, see SP 034 402.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Curriculum; Educational Legislation; Educational
Policy; Elementary Education; Elementary School Teachers;
Employee Attitudes; Followup Studies; Foreign Countries;
Interviews; Job Satisfaction; Student Evaluation; Surveys;
*Teacher Attitudes; *Teaching Load; Time Management; Work
Attitudes; *Working Hours

IDENTIFIERS- *British National Curriculum; *Education Reform Act
1988 (England); England; Wales

The first of two follow-up studies, involving 53 infant teachers
in England and Wales, was conducted to monitor changes in the
workloads of teachers as the national curriculum and assessment

Evaluation; Rewards; School Districts; School Restructuring;
State Programs; Teacher Motivation
IDENTIFIERS- *Arizona

Arizona's career ladder teacher incentive program was established by the Arizona State Legislature in 1984 as a component of school restructuring efforts. A comprehensive and long-range developmental evaluation system is being developed for the restructuring program, but the program is at risk of being eliminated due to the negative influence of political expediency and lack of follow-through on the part of governmental leaders. Key process requirements for effectively planning and implementing a long-range developmental evaluation system are outlined, based on the premises that positive change is long-range, holistic, developmental, and systematic, and requires research and development. Such an evaluation system calls for a baseline needs assessment followed by application of a cyclical evaluation process which addresses the identified needs, makes plans for change, implements programs, assesses programs, documents program development, and reports progress. Attached to the paper are 10 "exhibits" illustrating aspects or models of the evaluation process. (Contains 25 references.)
(JDD)

ED 358 055

SP 034 497

Packard, Richard D.; Dereshiwsy, Mary I.
Final Accumulative Results & Transfer of Knowledge of the Arizona Career Ladder Research & Evaluation Project: Impact on Student Achievement, Formulated Models, Network Anecdotes, & Recommendations to the Legislature for Policy Development, Program Continuation & State-Wide Expansion. Summative Report VIII.

PUB DATE- Jan 90

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Career Ladders; Change Strategies; Elementary School Teachers; Elementary Secondary Education; Incentives; *Merit Rating; Models; Pilot Projects; Program Development; *Program Evaluation; Rewards; Secondary School Teachers; State Legislation; State Programs; *Teacher Motivation

IDENTIFIERS- *Arizona

This paper presents research findings concerning the Career Ladder pilot test program in Arizona. The program is designed to reward and motivate teachers based on performance. One of the program's key features is the flexibility and innovation allowed to participating districts in their individual development of program designs and structures. An example of a district program is provided, followed by a theoretical model of program support and focus factors which influence district potential for successful implementation of an external educational reform program such as Career Ladders. An associated diagnostic profiling procedure for assessing the operational level of each of the focus and support factors as they currently exist within each district is then explained. Through a series of qualitative anecdotes, the viewpoints of career ladder program participants are presented, focusing on such areas as student achievement, teacher skills, administrator skills, professional input, funding, and organizational climate and communications. Exhibits include: (1) a matrix of initial legislative mandates, major research findings, and implications for future policy; (2) a summary of

curriculum includes behavioral rehearsal, practice, and interactive elements with reinforcement to enhance learning. This guide for preschool and kindergarten is organized into 8 units: Spinal Cord and Brain Injury Awareness, Motor Vehicle Safety, Pedestrian Safety, Bike Safety, Playground and Recreational Sports Safety, Preventing Falls, Weapons Safety, and Water Safety. The guide concludes with information on additional resources (films and videotapes, national programs, spinal cord injury care systems, traumatic brain injury care systems, and comprehensive head injury prevention and rehabilitation centers). The greater part of the curriculum is made up of reproducible illustrations for students. (LL)

ED 358 074

SP 034 554

Richards, J. Scott; And Others

Preventing Injury: A Safety Curriculum. Grades 1 and 2.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 137p.; For other guides in the series, see SP 034 553-556.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accident Prevention; Bicycling; *Class Activities; Curriculum Guides; *Early Intervention; Grade 1; Grade 2; *Head Injuries; Health Promotion; Learning Activities; Pedestrian Traffic; Playgrounds; Primary Education; *Safety Education; Self Efficacy; Student Behavior; Teaching Guides

IDENTIFIERS- *Spinal Cord Injuries; Water Accidents; Weapons

The focus of this curriculum is on prevention of spinal cord injury (SCI) and traumatic brain injury (TBI). The program is aimed at young children because it is during the early years that behavioral patterns are formed which become increasingly more difficult to modify as the child enters adolescence. The curriculum is based on principles of child development, early childhood education, and prevention psychology. It is designed to increase children's perceptions of vulnerability to SCI or TBI, the severity of the problem, response efficacy, and self-efficacy; to help students gain enhanced understanding of cause-effect relationships and the rationale for safety principles; and to enhance the perception that safe behavior is smart. The curriculum includes behavioral rehearsal, practice, and interactive elements with reinforcement to enhance learning. This guide for Grades 1 and 2 is organized into 8 units: Spinal Cord and Brain Injury Awareness, Motor Vehicle Safety, Pedestrian Safety, Bike Safety, Playground and Recreational Sports Safety, Preventing Falls, Weapons Safety, and Water Safety. The guide concludes with information on additional resources (films and videotapes, national programs, spinal cord injury care systems, traumatic brain injury care systems, and comprehensive head injury prevention and rehabilitation centers). A large part of the curriculum is made up of reproducible illustrations for the students. (LL)

ED 358 075

SP 034 555

Richards, J. Scott; And Others

Preventing Injury: A Safety Curriculum. Grades 3 and 4.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Metzger, Laurent
Bilingualism or Monolingualism Plus One or More Foreign Languages.

PUB DATE- Mar 92

NOTE- 10p.; Paper presented at the International Conference on
Bilingualism and National Development (Bandar Seri Begawan,
Brunei, December 9-12, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Bilingual Education; Bilingualism; Definitions;
*Educational Policy; Elementary Secondary Education; Foreign
Countries; *Language of Instruction; *Language Planning; Native
Speakers; Official Languages; Second Language Learning

Questions about the appropriate approach to bilingual or
multilingual education are discussed. It is noted that
bilingualism was formerly reserved for the elite but that
bilingual education should be available to all since it
promotes a better understanding of world differences. A few
examples (Hong Kong, Singapore, Canada, Belgium, and
Switzerland) are cited to illustrate various approaches to
bilingual education, including issues of language of
instruction and the language proficiency of citizens. In Brunei
Darussalam, as in India and Tunisia, languages are offered
according to subjects taught. Implications of such language
policy are considered. It is suggested that policymakers must
remember that two languages are involved (not just the second
language) and that strict bilingualism, in which students do
not have a first language, may produce students without a soul
or a country. It is concluded that education should start with
the first language, preferably the home language, and introduce
second or third languages after a few years of formal education
in the first. Contains 6 references. (LB)

ED 357 624

FL 021 200

Lee, Eileen Yen Ee; Boutin, Michael E.

Pronominal Differences in Languages of Sabah and Sarawak and the
Effect on the Acquisition of Bahasa Malaysia.

PUB DATE- 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Bilingual Education; *Contrastive Linguistics;
Descriptive Linguistics; Foreign Countries; Indonesian
Languages; *Malay; *Pronouns; *Second Language Learning; Status
IDENTIFIERS- Bonggi; Kelabit; *Malaysia

Bilingual education programs must be based on a sound
understanding of the linguistic, social, psychological, and
cultural factors affecting students. This paper is concerned
with linguistic factors that affect the acquisition of Bahasa
Malaysia (BM) pronouns by non-native speakers from Sabah and
Sarawak. Properties in the personal pronoun systems of three
Malaysian languages are compared in order to understand
problems in the acquisition of BM by first-language speakers of
Bongii from Sabah and Kelabit from Sarawak. Specifically, the
problem of property mismatch in language differences in
language acquisition is addressed through study of grammatical
properties found in the three pronominal systems. These
properties are categorized as case, person, noun, status, or
definiteness. Singular/plural properties are found in BM,

Fryer, T. Bruce, Ed.; Medley, Frank W., Jr., Ed.
 Perspectives and Horizons. Dimension: Languages '89. Silver
 Anniversary Conference.

PUB DATE- 90

NOTE- 159p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Speeches,
 Conference Papers, "Papers Presented at..." (150), Historical
 Materials (060)

DESCRIPTORS- Adult Learning; Communicative Competence
 (Languages); *Language Proficiency; Language Tests; *Second
 Language Instruction; Teaching Assistants; Teaching Methods;
 Trend Analysis; *Writing Skills

IDENTIFIERS- Authentic Materials

In 1989, the Southern Conference on Language Teaching (SCOLT)
 celebrated its silver anniversary at a conference designed to
 provide participants with an opportunity both to reflect on the
 past and to look at the future of foreign language teaching and
 of SCOLT in the light of a quarter century of experience. Seven
 of the papers in this volume were selected from previous
 writings that illustrate the trends and issues that have helped
 shape the direction of foreign language education over the past
 25 years; three of the papers were chosen from those presented
 at the 25th anniversary conference; and one paper is devoted
 entirely to perspectives for the future. Papers and authors are
 as follows: "SCOLT: The First Ten Years, 1964-1974" (Herman F.
 Bostick); "Language Teaching: Concepts, Problems,
 Opportunities," covering the period 1964-1969 (Nelson Brooks);
 "A World Without Walls," covering the period 1970-1974
 (Lorraine A. Strasheim); "SCOLT: Years of Progress, 1975-1989"
 (James S. Gates); "Multi-Sensory Exercises: An Approach to
 Communicative Practice," covering the period 1975-1979
 (Theodore B. Kalivoda); "The Reusable Communication Format,"
 covering the period 1980-1984 (Barbara Gonzalez); "The
 Symposium on the Evaluation of Foreign Language Proficiency:
 Challenges to the Profession," covering the period 1985-1989
 (Albert Valdman); "Using Authentic Materials to Develop
 Functional Proficiency in Writing" (John I. Lontas);
 "Loosening the Leash on Writing: The Adult Language Learner"
 (Carol Strauss-Sotiropoulos); "A New Approach toward Foreign
 Language TA Supervision" (Ken Fleak and Carolyn Hansen); and
 "SCOLT: Perspectives for the Future, 1990" (Robert Terry).
 References are provided with individual papers. (LB)

Terry, Robert M., Ed.
 Making a World of Difference. Dimension: Language '91.

PUB DATE- 92

NOTE- 133p.; Selected papers from the Joint Meeting of the
 Southern Conference on Language Teaching and the Foreign
 Language Association of North Carolina (Research Triangle Park,
 NC, 1991).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Speeches,
 Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; American Indian Culture; Basic
 Writing; Competency Based Education; *Cultural Awareness;
 Elementary Education; Feedback; *FLES; Hispanic American

"Finance" surveys from FY 1987 through FY 1991 and the Higher Education General Information Survey from FY 1983 through FY 1986. This report includes information only on institutions of higher education which are accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education. Among the data are the following: (1) in FY 1991, institutions of higher education received revenues of nearly \$150 billion and expended approximately \$146 billion, with expenditures increasing at a greater rate than revenues; (2) tuition and fees continue to be an important revenue source for public and private institutions; (3) federal sources of revenue for all institutions increased just above the rate of inflation in FY 1991; (4) one of the largest sources of revenue for public institutions is state appropriations, although revenue increases from this source did not keep pace with inflation in FY 1991; (5) sales and services (including educational activities, auxiliary enterprises and hospitals) make up a growing proportion of revenues for both public and private institutions; (6) instruction continues to be the largest single expenditure category; (7) scholarship and fellowship expenditures (not including Pell Grants) increased 13.5 percent for all institutions from FY 1990 to FY 1991; and (8) states with at least 7 percent of total expenditures going towards scholarships and fellowships (not including Pell Grants) were all in the Northeast region. (GLR)

ED 357 669

HE 026 415

Kowszun, J.
Soft-Systems Methodology. Mendip Papers.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; Decision Making;
*Educational Planning; Educational Quality; Educational Strategies; Foreign Countries; Higher Education; *Management Systems; Postsecondary Education; *Problem Solving; Quality Control; *Systems Approach

IDENTIFIERS- *England; *Soft Systems Methodology; Systems Modeling

This paper provides an introduction to a particular systems-theoretical approach to problem-solving in the management of education usually referred to as soft-systems methodology (SSM), developed by Peter Checkland in the 1970s. SSM should provide a powerful tool for managers in education at any level who have a strategic role because it can be used to address many problems and questions such as whether current courses meet student needs, or how to introduce a college-wide quality improvement system. The paper begins by providing background information on systems theory and then moves on to discuss the educational context and micropolitics and to describe the methodology of SSM, first through an overview and then through a detailed description of its seven stages. A discussion of the use of SSM in strategic planning and quality assurance concludes the paper. Contains eight references. (GLR)

ED 357 670

HE 026 416

Kedney, R. J.

from Federal need analysis entirely and streamlining annual reapplication processes for all students; and (3) monitoring progress toward implementing simplified Federal need analysis, including an assessment of the impact of both current and future improvements on state and institutional practices and policies. Each of these three issues and the related and secondary questions within that area, is discussed in a separate section. A final section looks at translating questions into specific analysis. An appendix contains a draft format for a simplified need analysis framework. (JB)

ED 357 690

HE 026 437

**Simplifying Need Analysis and Delivery: A Comparison of
Reauthorization Proposals: Briefing Document.**

PUB DATE- Jun 91

NOTE- 6p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Delivery Systems; Economically Disadvantaged;
Eligibility; Federal Legislation; Federal Programs; Higher
Education; Minority Groups; *Need Analysis (Student Financial
Aid); *Policy Formation; Public Policy; Records (Forms);
Student Financial Aid

IDENTIFIERS- College Entrance Examination Board; Department of
Education; *Higher Education Act Title IV

This briefing document summarizes issues on simplifying need analysis and delivery in the context of Higher Education Act reauthorization proposals. First, brief summaries of seven key issues are presented followed by three or four recommendations for each issue, and a list of recommended actions as proposed by the Department of Education and the College Entrance Examination Board in a format that allows easy comparison with the recommendations of the Advisory Committee on Student Financial Assistance. The seven issues identified are: (1) effect of free federal processing of student aid applications on numbers of needy families applying; (2) low usage by eligible families of the simplified needs test; (3) redundancy and confusion due to use of several need analysis models; (4) the need to reduce or eliminate complex routines, treatments and terminology; (5) the need for simplification of the reapplication process; (6) ambiguity in federal information about Title IV programs; and (7) the potential of unintended consequences in significant budgetary and redistributive effects. (JB)

ED 357 691

HE 026 438

**Student Financial Aid Issues Hearing Report (Atlanta, Georgia,
PUB DATE- 16 Nov 88**

NOTE- 10p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; Economically Disadvantaged;
Eligibility; Federal Programs; Higher Education; *Information
Dissemination; Information Needs; Information Services; *Loan
Default; Minority Groups; *Need Analysis (Student Financial
Aid); Policy Formation; Public Policy; Records (Forms);
*Student Financial Aid

IDENTIFIERS- *Higher Education Act Title IV

This paper summarizes results of a hearing by the Advisory Committee on Student Financial Assistance in Atlanta, Georgia,

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 92

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; College Administration; Core Curriculum; Cultural Context; Cultural Differences; *Cultural Pluralism; *Curriculum Development; *Educational Change; Ethnic Groups; *Higher Education; Minority Groups; *Participative Decision Making

IDENTIFIERS- *Diversity Concept

This paper examines how institutions of higher education can achieve more diverse academic communities. It is argued that modernist interpretations of organizations limit academic change designed to encourage the voiceless members of society through an overemphasis on outcomes and efficiency. Section 1 discusses the general debate between conservative educators and multiculturalists, i.e., whether a core curriculum should be rooted in a limited set of Western ideals designed to promote a unifying cultural experience, or whether culturally diverse experiences should be created, not only through curricular diversity, but through increased participation of underrepresented groups among both students and staff. Section 2 discusses organizational theory, delineating five modernist conceptions of organizations: the bureaucratic perspective; the human relations perspective; the political perspective; the cybernetic perspective; and the cultural perspective. Section 3 examines modern and postmodern conceptions of organizations, their theoretical origins, assumptions, conceptions of the process of change, and the role that leaders play in the process of change. The final section provides a practical examination of academic innovation and change, focusing on efforts to create a multicultural academy. Contains 100 references. (GLR)

ED 357 710

HE 026 460

Terenzini, Patrick T.

Out-of-Class Experiences Research Program. The Transition to College Project. Final Report.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 20 Jun 92

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- College Freshmen; *College Students; Community Colleges; Higher Education; High Schools; Minority Groups; Sex Differences; Social Status; State Universities; *Student Adjustment; *Student Attitudes; Student Characteristics; *Student College Relationship; Student Development; Student Experience; Student Participation; Urban Education

IDENTIFIERS- Focus Groups Approach

This final report describes a study which examined how new college students become aware of and involved in the academic and non-academic "learning communities" of the campus; specifically the report examined the social, academic and administrative mechanisms and processes through which students become involved in academic and social systems; important

program of SUNY State Service Fellows, recognizing state needs in the granting of tenure and other considerations, planning a multi-agency conference on combining information technology with information needs, requesting assistance on ways SUNY might advance the state's investment in research and teaching in science, and planning ways for SUNY to play a more focused and significant role in addressing social and urban problems. The report offers brief summaries of each of the Task Groups' reports and an appended chart showing the initial dispositions of recommendations from the Task Groups. (JB)

ED 357 727

HE 026 482

Guide for External Program Review.

PUB DATE- Dec 90

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Standards; Accreditation (Institutions); Accrediting Agencies; College Faculty; *Educational Quality; Foreign Countries; *Higher Education; Program Evaluation; Quality Control; *School Visitation; *Self Evaluation (Groups)

IDENTIFIERS- *External Evaluation; *Netherlands

This document presents the most recently revised guide to the protocol and review process for external review of universities in the Netherlands. Part I consists of a description of the review process, an explanation of the protocol, and the roles of the parties involved, with further discussion of the actions of the visiting committee, the faculty, and the Association of Universities in the Netherlands. This part contains seven chapters. In Chapter 1 the external program review is placed in the broader context of integrated quality control. Chapter 2 presents the characteristics of the review system. Chapter 3 discusses the self-study, and Chapter 4 contains a checklist for self-study implementation. Chapter 5 explains the protocol with reference to what the visiting committee is required to do. Chapter 6 discusses the activities of the faculty in the program review. Chapter 7 discusses the role of the Association of Universities in the Netherlands. Part II presents the protocol in four chapters discussing respectively: the aim and progress of the external quality control; the visiting committee; the faculty; and the role and responsibilities of the Association of Universities in the Netherlands ("VSNU"). Five appendices contain an overview of the reviews from 1988 to 1990, tables of quantitative data, appointment decisions, timetable of reviews 1991-1996, and a list of 18 publications in the context of quality control. (JB)

ED 357 728

HE 026 495

Byce, Chuck; Schmitt, Carl

Financing Undergraduate Education: 1990. National Postsecondary Student Aid Study. Statistical Analysis Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- May 93

NOTE- 140p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - General

one-time and ongoing activities for a library to do alone or with interagency cooperation. Changing demographics mean an increasing number of older adults in Texas and a growing need for services for them. The guide explores how to conduct and evaluate intergenerational programs, including working with older adult volunteers and children. (Contains 57 references.) (SLD)

ED 357 746

IR 054 554

Walsh, Jim, Comp.; And Others

Rare and Valuable Government Documents: A Resource Packet on Identification, Preservation, and Security Issues for Government Documents Collections.

PUB DATE- 92

NOTE- 125p.; A product of the Joint Committee on Government Documents as Rare Books of the American Library Association, Rare Books and Management Section, Government Documents Round Table and Map and Geography Round Table.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reference Materials - General (130)

DESCRIPTORS- *Emergency Programs; *Government Publications; Higher Education; *Identification; Library Services; *Preservation; *Records Management; Resource Materials

IDENTIFIERS- Conservationists; *Library Security; *Rare Books

This packet serves as an introduction to and overview of the complex issue of identification and preservation of rare government documents. It is intended as a starting point, not a comprehensive guide, for all questions about government documents. Part 1 is a selective bibliography of resources to identify rare and valuable documents (50 sources) and information on conservation, preservation, and security (107 resources) compiled by B. Hulyk, J. Walsh, and G. Barnum. Part 2 contains policies on preservation and conservation of several libraries and the American Library Association. In Part 3, five selections, one of which consists of summaries of conference papers, discuss the identification of rare documents. Part 4 contains eight articles on the conservation and preservation of rare documents, including several on specific preservation techniques. Part 5 presents two articles on security issues. Part 6 presents a checklist of information needed for disaster planning and a list of disaster recovery suppliers and services. Part 7 lists organizations that are sources of information or supplies in the preservation and conservation fields. (SLD)

ED 357 747

IR 054 555

Tregone, Susan

Cooperation between School Library Media Specialists and Public Librarians. A Scholarly Paper.

PUB DATE- 93

NOTE- 62p.; Prepared in partial fulfillment of requirements for the degree of Specialist in Education, Georgia State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Correlation; Elementary Secondary Education; Job

PUB DATE- Feb 93

NOTE- 39p.; Alternate pages contain white print on colored stock.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Libraries; Archives; Cultural Exchange;
Foreign Countries; Higher Education; *International Programs;
*Librarians; *Library Associations; Library Automation; Library
Education; Library Services; National Libraries; Overseas
Employment; Shared Library Resources

IDENTIFIERS- *American Library Association

The American Library Association (ALA) Library Fellows program
began in 1986 with a grant from the U.S. Information Agency.

The program's purpose is threefold: (1) to increase
international understanding through the establishment of
professional and personal relationships and the accomplishment
of mutual goals; (2) to promote international sharing of
resources and increase access to U.S. materials in the host
country; and (3) to enable U.S. librarians to enrich and
broaden their career experience through a short period of
overseas service. Profiles of the following fellows
highlighting their overseas experiences are included: (1) Maria-
Solange Macias from the Miami-Dade (Florida) Public Library
System, who went to the Banco del Libro, La Paz, Bolivia; (2)
Ann Montgomery Smith, from the Wentworth Institute
(Massachusetts), who went to the Colegio de Bibliotecologos del
Peru, Lima; (3) Jitka Hurych, from Northern Illinois
University, who went to the All-State Library of Foreign
Literature, Moscow, Russia; (4) Marjorie Rosenthal, from Long
Island University (New York), who went to the Hebrew University
of Jerusalem, Israel; (5) Sue Sherif, from Fairbanks North Star
Borough Public Library (Alaska), who went to the University of
Iceland, Reykjavik; (6) James Moldovan, from the U.S. Court of
Appeals, San Francisco (California), who went to the Central
University Library, Bucharest, Romania; (7) Debra McKern, from
Emory University (Georgia), who went to the National Library of
Egypt in Cairo; (8) Gloria Fulton, from Humboldt State
University (California), who went to the Belgrade Public
Library in Serbia; (9) Deborah V. H. Abraham, from the Public
Library of Brookline (Massachusetts), who went to the Indian
Institute of Management; (10) Stanley A. Elman, from the
Lockheed Aeronautical Systems, who went to National Library of
Poland, Warsaw; and (11) Barbara Rush, from Commack (New York),
who went to the Ministry of Education, Jerusalem, Israel.

Alternate pages of the document are printed in red and gold and
consist of brief summaries of the participant's career along
with a design element. An accompanying debriefing report
summarizes participants' reactions to the program. (MES)

ED 357 768

IR 054 614

Towards the 21st Century: Books and Media for the Millennium.

Selected Papers from the Annual Conference, International
Association of School Librarianship (21st, Belfast, Northern
Ireland, July 20-24, 1992).

PUB DATE- 93

NOTE- 113p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal
Viewpoints/Position Papers/Essays (120), Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Childrens Literature; Cultural Differences;

third step involved the validation of the LLCC plan by members of the advisory committee, who found it broad enough to meet the needs of the institution, yet focused enough to be translated into specific action strategies. The final evaluation of the strategy will involve the implementation of the plan over a period of many years, providing continuous internal and external assessment as the program grows. Nineteen references and the program evaluation instrument are appended. (MAB)

ED 357 785

JC 930 267

Calhoun, Harriott D.

The Nichols Institutional Effectiveness Model and Its Adaptation at Jefferson State Community College.

PUB DATE- 93

NOTE- 7p.; Paper presented at the Annual National Convention of the American Association of Community Colleges (73rd, Portland, OR, April 28-May 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Outcomes Assessment; *College Planning; Community Colleges; *Institutional Mission; Institutional Research; Models; *Organizational Effectiveness; *Organizational Objectives; *Policy Formation; Program Descriptions; Program Design; Program Implementation; *Self Evaluation (Groups); Two Year Colleges

IDENTIFIERS- Jefferson State Community College AL; Nichols (James O)

Providing a theoretical background behind the institutional effectiveness efforts at Jefferson State Community College (JSCC), in Birmingham, Alabama, this document describes an institutional effectiveness model devised by James O. Nichols and its application at JSCC. The Nichols Institutional Effectiveness (NIE) paradigm is a practical guide to implementing effectiveness efforts which fits most accreditation requirements, focuses on assessment results instead of processes, makes the institutional mission the basis for assessment, and raises the level of analysis to the institutional level. In addition, the NIE model includes four critical elements: (1) the establishment of an expanded statement of institutional purpose, including goals and mission; (2) an identification of intended results for all functions of the institution; (3) an assessment of the extent to which these results are achieved; and (4) adjustments made on the basis of assessment findings. After the initial implementation process, an annual cycle must be established so that the activities are integrated into the normal efforts of the institution. At JSCC, the application of the NIE model focuses on the interaction between the college's purposes, plans, and results, and the processes of planning, implementation, and assessment. When all the components and processes are fully integrated, the effective institution emerges. Includes graphs and flow charts. (MAB)

ED 357 786

JC 930 268

College of DuPage Planning Process: College of DuPage Planning, the Foundation for Decision Making.

PUB DATE- Apr 93

NOTE- 23p.

training. Data tables and the survey instrument are included.
(PAA)

ED 357 802

JC 930 285

Programmer/Analyst Competency Validation for the Eastern Iowa
Community College District.

PUB DATE- Oct 92

NOTE- 17p.; The survey form contains small type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; *Computer Science Education;

Curriculum; Curriculum Development; Educational Needs;

*Employer Attitudes; Employment Qualifications; Entry Workers;

*Job Skills; Occupational Surveys; *Program Development;

*Programers; Programming; Two Year Colleges; Vocational Education

IDENTIFIERS- *DACUM Process; *Eastern Iowa Community College
District

In August 1992, the Eastern Iowa Community College District convened a 2-day Developing a Curriculum (DACUM) workshop involving a panel of six computer programmer/analysts (CP/A's) in the identification of specific competencies and tasks expected of CP/A's. To validate the entry-level skills identified, a survey was conducted of 96 businesses employing CP/A's. The survey instrument listed 106 specific job skills in the following categories: communication skills (e.g., display a positive attitude and demonstrate good listening skills); working as part of a team (e.g., follow directions and brainstorm ideas); utilizing organizational skills (e.g., develop task lists and manage multiple projects); designing/writing programs/systems (e.g., test and debug programs/systems); changing/modifying programs/systems (e.g., modify job control structure); creating documentation (e.g., identify level of documentation being created); continuing education (e.g., share information with colleagues and utilize available manuals); operating personal computers (e.g., follow shutdown and security procedures); and utilizing mainframe resources (e.g., follow log on/off procedures and perform file maintenance). Respondents were asked to identify the skills they expected entry-level CP/A's to perform and to indicate the importance of each skill. A total of 22 usable surveys were returned for a 25% response rate. Only two of the 106 skills were not considered to be entry level by a majority of the respondents: selecting the language to be utilized and conducting training. The survey instrument is provided. (PAA)

ED 357 803

JC 930 286

Muraski, Ed J.; Whiteman, Dick

An Employer Needs Assessment for Vocational Education.

PUB DATE- Aug 91

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Planning; Community Colleges; Community

Surveys; *Demand Occupations; *Educational Needs; *Needs

Assessment; Occupational Surveys; Questionnaires; Rating

Scales; *School Business Relationship; School Community

Relationship; Self Evaluation (Groups); Tables (Data); Two Year

Colleges; Vocational Education

medications, and permitting children to solve their own problems; and (3) activity sheets for children to help them identify things that make them feel good, annoy them, and are bad for them; and to teach them about first aid, responsibility, and safety. Sample awards for children and GUS promotional materials are attached. (AC)

ED 357 819

PS 020 850

Hammer, Judith McGowan; O'Bar, Angelina Merenda
Growing Up Strong: A Mental Wellness and Life Skills Development
Program for Kindergarten through First Grade.

SPONS. AGENCY- Moore Public Schools, Okla.; Oklahoma State Dept.
of Mental Health, Stillwater.

PUB DATE- 88

NOTE- 113p.; For other kits in this series, see PS 020 848-855.

Large classroom posters not included here.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Activity Units; Check Lists; *Child Rearing; Class
Activities; *Daily Living Skills; Decision Making Skills;
*Early Intervention; Elementary School Students; Family
Programs; Grade 1; Instructional Materials; Kindergarten;
Language Skills; Learning Activities; Mental Health; *Parent
Participation; Parent Student Relationship; *Prevention;
Primary Education; Safety; Special Needs Students; *Substance
Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

Growing Up Strong (GUS) is a curriculum designed to develop
strong mental health in kindergarten through sixth grade
students. This document contains a GUS teacher's guide for
kindergarten and first-grade classrooms and masters of
materials that can be sent home with children to promote family
involvement in GUS. Part I of the four-part teacher's guide
provides background information about the program. Part II
includes a sample letter to families, information on the GUS
Observable Behavior Checklist, tips on using family involvement
information and activity handouts, and information on making
and using Gus and Gussie dolls and puppets. Part III offers
suggestions on classroom management, task-oriented instruction,
and ways of making positive comments to children and rewarding
students. Part IV provides 28 in-class GUS activities for young
children, designed to help children become aware of themselves
and of others and develop socially, creatively, emotionally,
and verbally. Part V presents reinforcement activities for
children with special needs, covering sensory learning,
hygiene, nutrition, feelings, and other topics. The materials
designed for children to take home include: (1) information for
parents on GUS and primary prevention; (2) information sheets
for parents covering such topics as helping children become
better problem solvers, letting children make choices, and
going to the grocery store with children; and (3) activity
sheets for children that teach about such topics as maintaining
good hygiene, setting the table, and putting toys away. Sample
awards for children and GUS promotional materials are attached.
(AC)

ED 357 820

PS 020 851

Hammer, Judith McGowan; O'Bar, Angelina Merenda
Growing Up Strong: A Mental Wellness and Life Skills Development

study of low-income parents as child care consumers. The study involved a review of current research findings, interviews with staff of child resource and referral agencies, and an examination of child care consumer education provided in the Job Opportunities and Basic Skills (JOBS) program. This report presents the results of these inquiries. Chapter I identifies sources of consumer information on child care. Three public subsidy programs discussed are the Family Support Act, Child Care and Development Block Grant, and the Title IV-A At-Risk Child Care Program. Chapter II considers parents as child care consumers, examining the ways parents search for child care, the kinds of child care families use and the kinds they really want, and the child care characteristics that satisfy parents. In chapter III, the same issues are examined with respect to low-income parents. In addition, constraints facing low-income child care users, including transportation problems, time constraints, lack of money and expertise, and problems related to cultural differences, are discussed. Finally, chapter IV focuses on the provision of child care consumer education, identifying essential program features, points in time when consumer education should be provided, delivery methods, and information provided to JOBS participants. The JOBS child care consumer education report is appended. (AC)

ED 357 837

PS 021 280

McDonald, Geraldine; And Others
Junior School Study. A Study of Classrooms Containing Five-Year-Olds.

SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).

PUB DATE- 91

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Reports - Research/Technical (143)

DESCRIPTORS- *Class Activities; Classroom Environment; *Elementary School Curriculum; Elementary School Students; Ethical Instruction; Foreign Countries; Grouping (Instructional Purposes); National Surveys; *Primary Education; Student Attitudes; *Teaching Methods; Thinking Skills; *Young Children
IDENTIFIERS- *New Zealand

As part of a longitudinal examination of the New Zealand junior school (which provides the first 3 years of schooling to New Zealand pupils), a study of organizational patterns in a random selection of schools and of children's school experiences was conducted. Class activities in a sample of junior school classrooms located in seven state schools, two integrated schools, and one private school were videorecorded. The videorecordings and interviews with teachers and children provided information on the proportion of time spent on different areas of the curriculum; the kind of groupings in which children were taught; and the average amount of time spent in class, small groups, or individual groupings. The ways in which children were taught to think intelligently and behave morally were also studied, as were children's reactions to school. Initial study findings, based on videorecordings made in 1989 of classrooms containing 5-year-old children, included the following: (1) 43% of the day was spent on literacy acquisition, 7% on oral language skills, and 13% on mathematics; (2) approximately half the day was spent in whole class groupings; (3) thinking skills were taught primarily during teacher-led sessions on the study of written texts; and (4) although all schools presented similar moral concepts, the

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adjustment (to Environment); Cognitive Development; Cross Cultural Studies; *Cultural Differences; Cultural Influences; Cultural Traits; Emotional Development; Family Environment; Foreign Countries; *Preschool Children; Preschool Education; Relocation; Separation Anxiety; *Stress Variables; *Student Adjustment

IDENTIFIERS- British; Chinese People; Self Report Measures;

*Singapore

This cross-cultural study compared the lives of Chinese children and British expatriate children, assessed the children's perception of potentially stressful life events, and examined the relationship between the children's cognitive maturity and their adjustment skills. Subjects were 25 British preschool children living in Singapore and 25 local Singaporean Chinese children between the ages of 4 and 6 years. The two stressors examined in this study were separation anxiety and relocation anxiety. Four measures used were the Children's Life Events Inventory, children's self-report of a potentially stressful life event, the Teacher Rating Scale of Children's Adaptive Behavior, and the Teacher Rating Scale of Children's Cognitive Maturity. Analysis showed that the two cultural groups appeared to be experiencing both qualitatively and quantitatively different potentially stressful life events. British expatriate children experienced more stressors, had more difficulty adapting to new situations or events, and were less cognitively mature than Singaporean Chinese children. No gender differences in children's perceptions of separation anxiety were found. The measures used in this study can assist parents and teachers in identifying children most vulnerable to stress. (MM)

ED 357 856

PS 021 379

Melaville, Atelia I.; And Others

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

PUB DATE- Apr 93

NOTE- 158p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Check Lists; *Children; Child Welfare; Community Involvement; *Coordination; Elementary Secondary Education; *Family Programs; Health Services; Preschool Education; Program Development; Program Evaluation; School Community Relationship; Social Services

IDENTIFIERS- Collaboratives; *Family Support; *Integrated Services

Developed by a group of researchers, administrators, and practitioners, this manual provides a practical guide for improving the coordination of education, health, and human services for at-risk children and families. Divided into three main sections, the guide leads readers through a five-stage process of group collaboration. The milestones in and obstacles to the process are portrayed through vignettes and case studies

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Child Development; Cultural Context; *Cultural Differences; Educational Facilities; Ethnic Groups; Ethnic Relations; Foreign Countries; Intercultural Communication; *Minority Groups; *Mothers; *Multicultural Education; Parent Participation; *Preschool Children; Preschool Education; Social Integration

IDENTIFIERS- Ruhr Valley; *Turks

This paper describes the development of Turkish Children and Mothers, a project designed to help 5-year-old preschoolers in the Ruhr Valley of Germany develop linguistic, motor, cognitive, and social abilities. The paper also describes various aspects of the project, including those that relate to maternal involvement, educational facilities, the needs of project participants, and cultural factors that should be considered when serving the ethnic Turkish minority that is adapting to German culture. Focusing on issues that arise from learning in a multicultural context, this paper provides numerous brief anecdotes to illustrate how cultural obstacles can be overcome. (Contains 49 marginal notes citing one or more references.) (MM)

ED 357 875

PS 021 413

Kellaghan, Thomas; Greaney, Betty Jane

The Educational Development of Students Following Participation in a Pre-School Programme in a Disadvantaged Area in Ireland. Studies and Evaluation Papers 12.

PUB DATE- Apr 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Adolescents; Behavior Problems; Cognitive Development; Comparative Analysis; Disadvantaged Environment; *Disadvantaged Youth; *Early Intervention; Foreign Countries; Longitudinal Studies; *Preschool Children; Preschool Education; *Program Effectiveness; Urban Youth; Work Experience

IDENTIFIERS- Ireland (Dublin)

This longitudinal study evaluated the effects of a preschool project designed to serve children between 3 and 5 years of age in a disadvantaged inner-city area in Dublin, Ireland. The preschool, established in 1969, emphasized the development of children's cognitive skills and established structures to increase parents' involvement in their children's formal education. Using an experimental group of 83 students who had attended the preschool and a control group of 53 students who had not attended the preschool, the study examined children's later educational careers, first experiences with work, leisure activities, and social deviance during adolescence. Most data were obtained when subjects were 16 years old. No significant differences between the groups in regard to placement in special education, absenteeism and truancy from school, and the incidence of behavior problems in school were found. No difference between the groups in work experience at the age of 16 was found, nor did the groups differ greatly in their leisure activities. However, members of the experimental group stayed longer in school than members of the control group, and a greater proportion of the experimental group than the control group took public examinations. Findings generally indicated that while the early performance of the experimental group was promising, the initial level of performance was not maintained.

Flexible Working Hours; *Fringe Benefits; Outreach Programs;
*Personnel Policy
IDENTIFIERS- *Colorado (Denver); Elder Care; *Family Work
Relationship; Parental Leave

In 1989, a group of employer representatives in the Denver metropolitan area formed an employers' roundtable to address work and family issues. A survey developed by the roundtable was sent to employers in the Denver area in 1992. This directory compiles the results of the survey. Section 1 of the directory summarizes employers' efforts to provide child care and family services to employees, highlights services related to elder care, and examines public transportation alternatives to commuting to work. Section 2, which comprises the bulk of the directory, details the policies of and programs offered by approximately 100 individual employers. Profiles of these employers typically consider employers' work and family personnel policies, direct and indirect services to employees, financial support for employees, and community outreach efforts. Each profile also provides the company's address and the phone number of a contact person. Employee benefits are listed in section 3. For each benefit, those employers who provide the benefit are identified. Benefits listed include maternity and paternity leave, family sick leave, flexible work hours and work places, benefits to part-time employees, child and elder care resource and referral, company-sponsored child care, employee assistance programs, parent education classes, and in-kind support and contributions. (BC)

ED 357 894

PS 021 564

Karweit, Nancy L.; Wasik, Barbara A.

A Review of the Effects of Extra-Year Kindergarten Programs and Transitional First Grades.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 92

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Ability Grouping; *Academic Achievement; Academic Failure; Grade 1; *Grade Repetition; High Risk Students; *Kindergarten; *Kindergarten Children; Literature Reviews; Primary Education; *School Readiness; *Transitional Programs

IDENTIFIERS- *Extra Year Programs (Kindergarten)

This review examines the effects of three educational practices on children's readiness for first grade. The practices, kindergarten retention, developmental kindergarten, and transitional first grade, are intended to provide children with an early extra year to give them more time to prepare academically and socially for regular first-grade classrooms. The review is primarily based on studies that compared students who were placed in these programs with students who were recommended for placement but whose parents refused to place them in the program. The studies employed same-grade or same-age comparisons. Three studies on kindergarten retention indicated that there was a favorable result of retention on children's academic achievement in the year of retention, but that the effects did not persist. Two longitudinal studies of developmental kindergartens revealed a similar pattern of positive effects on children's academic achievement in the year spent in developmental kindergarten, followed by a fading of positive effects over time. The results of the seven studies reviewed on transitional first grades did not support the

and 2 parents participated during the 5-month program. These findings suggest that rural educators should carefully review new federal programs to determine if additional preschool programs are warranted. In addition, better coordination of program design, funding, and management of resources is needed at the federal, state, and local levels to prevent duplication of services. (LP)

ED 357 913

RC 019 142

Graham, Michael W.; Ruhl, Max L.
School Choice: Has It Made a Difference? A Comparison of Two Studies.

PUB DATE- Mar 93

NOTE- 16p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Educational Legislation; Educational Policy; Elementary Secondary Education; Enrollment Influences; *Rural Schools; *School Choice; *Superintendents

This paper reviews the results of two studies on rural superintendents' attitudes toward school choice. A 1990 survey of 824 superintendents in Arkansas, Iowa, and Minnesota, where school choice had been implemented for 1-2 years, found that slightly more than half favored legislation permitting parents and their children to choose schools outside their resident district. However, superintendents overwhelmingly rejected the validity of all arguments in favor of choice and claimed that choice did not have a significant impact upon enrollment or funding. Superintendents agreed with two of the beliefs of the opponents of choice, and were divided on the remaining two. In the 1992 follow-up study of 947 rural superintendents in Arkansas, Iowa, Minnesota, and Nebraska, the majority of superintendents reported that location and convenience was the primary parental reason for choosing another district. They reported that school choice legislation had had no impact upon course offerings. As in the previous study, the respondents overwhelmingly rejected arguments supporting choice and seemed to be moving to the neutral zone on arguments opposing choice. This paper concludes that choice has not made a difference. (KS)

ED 357 914

RC 019 143

Savard, William G.
Indian Education Summer Institutes and Indian Education School Improvement Programs. Evaluation Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 15 Dec 92

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Attitudes; *American Indian Education; American Indians; *Educational Improvement; Elementary Secondary Education; Higher Education; *Improvement Programs; *Institutes (Training Programs); Professional Training; Program Evaluation; *Teacher Attitudes; Teacher Education

IDENTIFIERS- Northwest Regional Educational Laboratory

students and continuing education courses to about 200. Located in a rural area, CIT provides virtually all housing for students and faculty. The main building was scheduled for demolition in fall 1992 due to structural problems. Construction needs include replacement structures and additional housing and facilities for expanding enrollment. Several options for meeting each institution's needs were developed in light of tribal economic development plans and state employment projections. Both of these reports include details on institutional mission and objectives, enrollment, student characteristics, funding, expenditures, and estimated construction costs. (SV)

ED 357 932

RC 019 193

Appalshop Film and Video on Culture and Social Issues.

PUB DATE- 92

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Documentaries; Elementary Secondary Education; Filmographies; *Films; *Folk Culture; Higher Education; Rural Areas; Rural Education; Rural Sociology; *Videotape Recordings

IDENTIFIERS- *Appalachia; Appalachian People; Environmental Issues; Regional History; *Rural Culture

This collection of 76 award-winning films and videos shows people from the southern Appalachian mountains pursuing the chance to work, to live in health and peace, to share their lives with loved ones, and to create and sustain that which is beautiful. Item categories are: 1992 releases; environmental issues; women's stories; cultural identity; coal-mining culture and history; war and peace; American politics; education; growing up; literature; grassroots organizing; health; traditional life and rural values; music and dance; art and artists; storytelling; performing arts; and performers and folk collectors. Each entry contains the following components: a description; reviewer comments; list of festivals, screenings, and awards; name of director; and running time. The seven education entries portray rural and one-room schools, school reform efforts, and the Foxfire approach in a second grade classroom. Also included are many photographs, a subject index, a title index, a price list, and an order form. (SV)

ED 357 933

RC 019 194

Hetrick, William
Leadership for a Time of Change.

PUB DATE- Mar 93

NOTE- 16p.; Paper presented at the Annual Conference on "Creating the Quality School" (2nd, Oklahoma City, OK, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Characteristics; *Educational Change; Elementary Secondary Education; *Leadership Styles; Personality Traits; *Resistance to Change; Rural Schools; School Administration; School Districts

IDENTIFIERS- Myers Briggs Type Indicator; *Personality Types; *Rural Suburban Differences

In recent years, almost all major changes and innovations in education have come out of suburban or urban schools, suggesting that rural schools are more resistant to change. The

Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Demonstration Programs; Educational Assessment; *Enrollment; Formative Evaluation; High Schools; Institutional Characteristics; *Magnet Schools; Mathematics Achievement; Parent Attitudes; *Program Evaluation; Questionnaires; Reading Achievement; School Demography; School Desegregation; *School Effectiveness; School Surveys; Student Attitudes; Tables (Data); Teacher Attitudes; Technology; Vocational Education; *Vocational High Schools; Writing Achievement

IDENTIFIERS- Hands On Experience; Kansas City Public Schools MO; Missouri Mastery and Achievement Tests

This report evaluates the implementation of the "Long-Range Magnet School Plan" at Metropolitan Advanced Technical Magnet High School in Kansas City, Missouri for academic year 1990-91. Introductory sections describe the program, and the evaluation design and methodology. Results on enrollment indicated that only ninth and tenth grades were operational. Enrollment goals for the ninth grade exceeded expectations, but the tenth grade fell below expectations (the overall enrollment was 76% of capacity). Site visits found evidence of the implementation of the magnet theme in the school. This evidence included displays regarding job opportunities, career choices, occupational cluster information, and equipment. Random observations documented the infusion of career, managerial, business ownership, mathematics, critical thinking, research, and responsibility theme components in the classrooms. Staff, parents, and students were satisfied with the school and magnet theme. Staff enjoyed teaching at the school and regularly infused theme components into classroom activities. Parents reported understanding the magnet theme and thinking that the magnet school selection process was fair. Students believed their education would help in reaching future educational and occupational goals. Achievement scores in reading, mathematics, and written expression were below district and national levels. Missouri Mastery and Achievement Test scores were comparable to district levels but below state averages. Degrees of Reading Power Test scores were below both district and national levels. The following recommendations were made: (1) make available to the District's Evaluation Office a more current planning outline; (2) consult with faculty when planning staff development sessions; (3) explore student behavior and the handling of that behavior by the faculty and administration; (4) increase parental involvement at MATHS; and (5) increase efforts at recruiting students, especially non-minority. Examples of the teacher, student, and parents survey instruments are included. (MDH)

ED 357 952

SE 053 104

Gallas, Karen

Metaphor and Analogy in Children's Science Talks.

PUB DATE- 24 Apr 92

NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Classroom Communication; Classroom Techniques; Cognitive Development; Cognitive Processes; Communication

Attitudes; *Teacher Attitudes; Teacher Shortage
IDENTIFIERS- East Germany; *Germany; West Germany
This paper describes the conditions of physics instruction and curriculum in the former East Germany and compares aspects of the curriculum to that of the former West Germany. Topics discussed include: teachers' opinions of the curriculum; perceived difficulty of the curriculum by the students; the educational system of Germany; students' opinions of physics; physics programs for gifted students; teaching conditions; and teacher preparation. Three problems in physics education are cited: (1) the need for curriculum development; (2) the lack of impact of physics research on physics instruction; and (3) the lack of trained physics teachers. (MDH)

ED 357 971

SE 053 263

Lewis, John
Electronics Teacher's Guide. Science and Technology Document Series No. 40.
PUB DATE- 91
NOTE- 119p.; Part of the Science and Technology Education Document Series, No. 40.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Electric Circuits; Electricity; *Electronics; *Physics; *Science Activities; *Science Curriculum; Science Education; *Science Experiments; Secondary Education; Worksheets
IDENTIFIERS- *Logic Circuits; UNESCO

This is the second document on the teaching of electronics to appear as part of UNESCO's science and technology education program. An introductory section describes the role that electronics plays as part of the physics curriculum. The following section outlines the content of the electronics course. The outline includes guidelines for determining the course content. The remainder of the document is divided into two parts that present the nine sections of the course. The theme of the three sections in the first part is switching. The theme of the six sections in the second part is integrated circuits. The nine section topics are: (1) useful electronic components; (2) switches; (3) logic circuits; (4) logic gates; (5) bistable circuits; (6) drivers; (7) coding; (8) the pulser, the astable, and the clocked bistable; and (9) counting circuits. Each section contains experiments related to the topic that include investigation questions and notes about the experiment. An attached workbook at the back of the document contains student worksheets for the experiments in each of the sections. Two appendices provide a bibliography and technical details for the electronic modules involved in the experiments. (MDH)

ED 357 972

SE 053 272

Griffin, Jim
The Living Library.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Curriculum Development; Educational Objectives; Educational Philosophy; Educational Planning; Elementary Secondary Education; Music; *Music Education; State Curriculum Guides

IDENTIFIERS- *Maryland

This curriculum framework was designed to assist Maryland administrators and teachers in planning, developing, and implementing K-12 music programs. It provides a philosophic foundation and a broad outline from which educators may construct comprehensive music education programs. The document is organized into five parts. "The Philosophy" discusses music and describes its relationship to society, the learner, and the school curriculum. "Goals and Subgoals" are broad statements of desired outcomes that are derived from the philosophy and bring direction and clarity to the program. "Expectancy Levels" are statements that further delineate the scope of the goal and subgoal statements based on three qualitatively different stages of student development. "Illustrative Objectives" are sample objectives that show how goals and subgoals may be treated at particular learning levels. "Curriculum Development Process" describes how to develop and use goals, subgoals, and objectives in the preparation of music education scopes, sequences, and instructional units. Appendices include a sample set of illustrative objectives; the Required Maryland Competency Objective; Placement within Framework Goals and Subgoals; and a Scope and Sequence Chart: Elementary/General Music K-6. (DB)

Ed 357 993

SO 022 842

Samples of Students' Writing from the Grade 9 Social Studies

Achievement Test, June 1991.

PUB DATE- 92

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Tests; Foreign Countries; Grade 9; Secondary Education; *Social Studies; *Student Evaluation; Writing Achievement; *Writing Evaluation; Writing Skills; *Writing Tests

IDENTIFIERS- *Alberta Achievement Testing Program

The purpose of this booklet is to provide administrators, teachers, and students in Alberta, Canada, with samples of students' writing that exemplify the criteria used to score students' written responses on the June 1991 Grade 9 Social Studies Achievement Test. The Grade 9 Social Studies Achievement Test consisted of two parts: Part A: Multiple Choice and Part B: Written Response. This booklet deals with the writing assignment, which required students to respond to an issue question. Each sample paper in this booklet has been reproduced as it appeared to the markers, that is, in the student's own handwriting. Accompanying each response is a discussion relating the characteristics of the response to the descriptors in the scoring guide. The scoring guide is reproduced in an appendix. (DB)

to prepare and initiate. Fun means activities are enjoyable for student and teacher alike. Cheap means the activities are inexpensive to prepare and materials for these activities are usually available. The activities involve recycling older materials, using classroom equipment in new ways, and making better use of classroom space. (Author/LBG)

Ed 358 015

SO 023 089

Reflections from the Backroads...A Collection of Works by Students of Green Sea Floyds High School, 1991-92.

SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- 92

NOTE- 31p.; A product prepared by Project REACH at Green Sea, Floyds High School. Funding also received from Bingham Trust for Charity.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Cooperation; Curriculum Development; *Educational Change; Evaluation; High Schools; High School Students; *Humanities Instruction; *Learning Activities; *Student Centered Curriculum; Teacher Student Relationship

IDENTIFIERS- Project REACH SC; South Carolina

Project REACH was established at Green Sea Floyds (South Carolina) High School during the 1990-91 school year as a mechanism for grassroots change in the humanities program. The activities involved in the project were collaboratively developed by students and teachers. The central theme, "Backroads: A Look at Northwestern Horry County," focused on the unique qualities of the students in the Green Sea Floyds area as well as the rich cultural heritage from which students had to draw. Students were involved in producing original work that incorporated information from published materials, interviews, and other materials. The instructional program emphasized the application of learning rather than the memorization and recall of facts. Authentic assessment was stressed, with the teacher sharing with others the job of evaluating what the students had done. Cooperative editing teams and outside mentors contributed to assessment to give each student a more in depth assessment and feedback for improvement. The process of assessment emphasized learning over grading. (LBG)

Ed 358 016

SO 023 099

La Pierre, Sharon D.

Issues of Gender in Spatial Reasoning.

PUB DATE- 93

NOTE- 19p.; Paper presented at the Annual Conference of the National Art Education Association (Chicago, IL, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Art Education; *Cognitive Processes; Educational Research; Sex; *Sex Differences; *Social Science Research; *Spatial Ability

This paper highlights issues concerning the relationship between spatial reasoning and gender differences. It is noted that spatial reasoning can take on many different forms of expression, from geometric formations to abstract expressive

were brought in following ministerial promises to reduce the burdens imposed on teachers by the implementation of the national curriculum. Data were collected by questionnaire and time sheets on teachers' use of time, and by interviews with a subsample of the teachers to obtain their perceptions of and feelings about the impact of the Education Reform Act of 1988 on their working lives. The study gathered data on: time on work overall and by subcategories, differences between Year 2 teachers and others, and time spent on different activities. Interviews focused on attitudes toward the national curriculum, workloads, pressure in the school day, and the reduction of pleasure in teaching. The study showed that: (1) 72 percent of the teachers thought that the time they were spending on work in 1991 was more than in 1990; (2) lack of time was the most serious obstacle to teachers' implementation of the national curriculum and assessment; (3) teachers thought it was reasonable for them to work about 8 extra hours per week, but they were working about 22 extra hours per week; and (4) teachers' overload was not restricted to the period in which the national assessments were administered, but was typical of other time periods as well. Policy issues raised by the research findings are discussed. (JDD)

ED 358 037

SP 034 306

King, Marianne; Walsh, Joan
Healthy Choices for Kids: Nutrition Education Program Based on
the 1990 U.S. Dietary Guidelines. Chapter One: Eat a Wide
Variety of Foods. Levels 1-5.

PUB DATE- 92

NOTE- 149p.; Large classroom posters are not included here.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Eating Habits; Elementary Education; Elementary
School Teachers; *Foods Instruction; Health Education; *Health
Promotion; *Instructional Materials; Integrated Curriculum;
Learning Activities; Lesson Plans; *Nutrition Instruction;
Teaching Guides; Units of Study

IDENTIFIERS- Age Appropriateness; United States Dietary
Guidelines 1990

"Healthy Choices for Kids" is a nutrition education program based on the 1990 U.S. Dietary Guidelines. This kit, the first of a series, provides elementary school teachers with tools to teach students about good nutrition. This set has five levels (Grades 1-5), bound separately. Each level has its own unit complete with teacher materials, activities, and worksheets. The dietary guidelines are introduced in developmentally appropriate ways: (1) through stories and songs, children learn the benefits of eating a variety from the five food groups; (2) children get the opportunity to reinforce key ideas of the first level and apply what they have learned; (3) using games, songs, and other activities, children learn how the five food groups team up to provide nutrients needed for good health; (4) children learn about combination foods and the health benefits of the five food group by investigating a foreign country; and (5) students learn how the key nutrients contained in foods from the five food groups keep them healthy. Lesson plans and ideas for expanding the program are provided. Since habits are formed at home, each level contains a parent letter and a parent tip sheet. (LL)

the anecdotal reports from participating districts; (3) a summary of recommendations to the Joint Legislative Committee on Career Ladders; and (4) an analysis of the impact of the Career Ladder program on student achievement. (JDD)

ED 358 056

SP 034 498

Blending, Jack; And Others
Win-Win Discipline. Fastback 353.

PUB DATE- 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Achievement; *Beginning Teachers; Classroom Research; *Classroom Techniques; *Discipline Policy; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; *Policy Formation; Principals; Program Implementation; Student Behavior; Teacher Behavior; *Teacher Effectiveness

Establishing and maintaining an orderly classroom is a primary determinant of teaching success. This booklet presents an approach to school discipline that blends the best features of existing successful programs and current research findings. The publication, written in story form, tells of two beginning teachers who realize that their success depends on quickly establishing good classroom discipline. The story centers around their search for the secrets of successful discipline, which leads them to a middle school principal who 7 years earlier had been hired to turn around a school that was reputed to have students who neither achieved nor behaved. The story describes a system called "Win-Win Discipline" that transformed the school into one recognized for its exemplary academic achievement and discipline. Through interviews with the principal and classroom teachers the five basic steps for establishing and maintaining effective discipline are described: (1) developing a discipline plan, (2) establishing classroom rules, (3) determining consequences for violating rules, (4) recognizing and celebrating good behavior, and (5) involving parents in their children's behavior. The story concludes with a discussion of how to implement "Win-Win Discipline." (LL)

ED 358 057

SP 034 502

Physical Education Outcomes: Grades K-5. Report of the Task Force To Develop HPERD Program Standards.

PUB DATE- Jun 91

NOTE- 54p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993). For a related document, see SP 034 512.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Affective Objectives; *Behavioral Objectives; Cognitive Objectives; *Curriculum Development; Elementary Education; Guidelines; Learning Activities; *Physical Education; Physical Fitness; Psychomotor Objectives; Reference Materials; Student Development; *Student Educational Objectives
IDENTIFIERS- Outcome Based Education

PUB DATE- 92

NOTE- 103p.; For other guides in the series, see SP 034 553-556.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051),Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accident Prevention; Bicycling; *Class Activities;
Curriculum Guides; *Early Intervention; Grade 3; Grade 4; *Head
Injuries; Health Promotion; Intermediate Grades; Learning
Activities; Pedestrian Traffic; Playgrounds; Primary Education;
*Safety Education; Self Efficacy; Student Behavior; Teaching
Guides

IDENTIFIERS- *Spinal Cord Injuries; Water Accidents; Weapons

The focus of this curriculum is on prevention of spinal cord injury (SCI) and traumatic brain injury (TBI). The program is aimed at young children because it is during the early years that behavioral patterns are formed which become increasingly more difficult to modify as the child enters adolescence. The curriculum is based on principles of child development, early childhood education, and prevention psychology. It is designed to increase children's perceptions of vulnerability to SCI or TBI, the severity of the problem, response efficacy, and self-efficacy; to help students gain enhanced understanding of cause-effect relationships and the rationale for safety principles; and to enhance the perception that safe behavior is smart. The curriculum includes behavioral rehearsal, practice, and interactive elements with reinforcement to enhance learning. This guide for Grades 3 and 4 is organized into 8 units: Spinal Cord and Brain Injury Awareness, Motor Vehicle Safety, Pedestrian Safety, Bike Safety, Playground and Recreational Sports Safety, Preventing Falls, Weapons Safety, and Water Safety. The guide concludes with information on additional resources (films and videotapes, national programs, spinal cord injury care systems, traumatic brain injury care systems, and comprehensive head injury prevention and rehabilitation centers). Reproducible illustrations and learning materials for students are included. (LL)

ED 358 076

SP 034 556

Richards, J. Scott; And Others

Preventing Injury: A Safety Curriculum. Grades 5 and 6.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation
Research (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 81p.; For other guides in the series, see SP 034 553-555.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051),Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accident Prevention; Bicycling; *Class Activities;
Curriculum Guides; *Early Intervention; Grade 5; Grade 6; *Head
Injuries; Health Promotion; Intermediate Grades; Learning
Activities; Pedestrian Traffic; Playgrounds; *Safety Education;
Self Efficacy; Student Behavior; Teaching Guides

IDENTIFIERS- *Spinal Cord Injuries; Water Accidents; Weapons

The focus of this curriculum is on prevention of spinal cord injury (SCI) and traumatic brain injury (TBI). The program is aimed at children because it is early in life that behavioral patterns are formed which become increasingly more difficult to

singular/plural/dual are found in Bongii, and singular/plural/dual/trial in Kelabit. It is suggested that acquisition of the property status is a formidable task for Bongii and Kalabit speakers to aspire to use BM pronouns appropriately. Contains 35 references. (LB)

ED 357 625

FL 021 201

Sridhar, S. N.

Toward a Grammar of South Asian English: Syntactic Markers of Lctal Range in an Indigenized Variety.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *English (Second Language); Foreign Countries; *Grammar; Grammatical Acceptability; Idioms; *Language Variation; Regional Dialects; *Second Language Learning; *Syntax IDENTIFIERS- English (Indian); India

Some syntactic patterns of the variety of English used by students in the final year of formal learning of English are analyzed. In addition, the nature of the lctal continuum of South Asian English (SAE) is discussed, including alternative conceptions of Standard SAE and evaluation of other lects. The discussion is based on an analysis of selected aspects of 12 essays (averaging 35 sentences in length) written by college students in South India. Focus is on syntactic patterns that have not been researched significantly in earlier studies. Lexical and syntactic patterns that are formed differently than in native varieties of English or in the formal registers of SAE include the following: lexical and idiomatic features; invariant reflexive for emphasis; redundant marking of inclusion; limiter/qualifier as an enclitic; quotative; discourse adverbials; absence of subject/verb number agreement; absence of agreement between antecedent and pronoun; generic nouns; and structure of generic reference. Discussion of patterns is centered on lctal specificity versus continuity of formal features and varietal status of the present data. It is concluded that the findings could form the basis of selection of structures to be described in a Standard SAE grammar. Contains 15 references. (LB)

ED 357 626

FL 021 203

Wood, Mary McGee; Hudson, Richard, Ed.

Categorical Grammars.

PUB DATE- 93

NOTE- 180p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computational Linguistics; *Contrastive Linguistics; Deep Structure; *Descriptive Linguistics; Higher Education; Language Research; *Linguistic Theory; Logic; Morphology (Languages); Phonology; *Phrase Structure; Semantics; Syntax; *Traditional Grammar

IDENTIFIERS- Connectives (Grammar); Pursing; Word Order

Written as an objective critical assessment, this book is the first linguistic theory guide to categorical grammars. Categorical grammars offer a radical alternative to the phrase-structure paradigm, with roots in the philosophy of language,

Culture; Holidays; Immersion Programs; Language Teachers; Questionnaires; *Second Language Instruction; Student Attitudes; Television Commercials; Thinking Skills; United States History; Writing Instruction

IDENTIFIERS- Content Area Teaching; North Carolina

Papers from the 1991 joint Southern Conference on Language Teaching (SCOLT)/ Foreign Language Association of North Carolina (FLANC) conference are presented. Because the state of North Carolina is in the forefront of state-mandated foreign language education in the elementary schools (FLES), 4 of the 10 articles in this volume address FLES implementation. Papers and authors are as follows: "Writing from the Start: A Task-Oriented Developmental Writing Program for Foreign Language Students" (Virginia M. Scott); "Using Student Feedback to Reinforce Learning: Process and Progress" (Carolyn L. Hansen); "Infusing Critical and Creative Thinking Skills into the Foreign Language Classroom" (Frances S. Hoch and Timothy Hart); "Teaching About Holidays as an Aspect of Culture" (Samia Seragelin); "Reinforcing the Elementary School Curriculum with Content-Based FLES" (Audrey Heining-Boynton); "Celebrating 1992: Rediscovering Our Indigenous and Hispanic Heritages," including suggested readings and resources (Joann McFerran Mount); "Video in the Foreign Language Classroom: Using Commercials: (E.-Annette Koepfel); "Student Attitudes about the Study of Foreign Languages: Report of a Survey," (Randall L. Alford); "A Comparison of Student Performance in Partial Immersion and FLES Programs" (Alline B. Riddick); and "Developing Proficiency-Based Game Approaches" (John I. Liontas). Contains 131 references. (LB)

ED 357 647

FL 021 281

Terry, Robert M., Ed.

Foreign Languages: Internationalizing the Future. Dimension: Language '92-'93.

PUB DATE- 93

NOTE- 137p.; Selected papers from the Joint Meeting of the Southern Conference on Language Teaching and the Foreign Language Association of Georgia (Atlanta, GA, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Classroom Techniques; Cognitive Style; Communicative Competence (Languages); *Conversational Language Courses; Creative Writing; *French; Global Approach; High Risk Students; *Latin; *Music; Popular Culture; Secondary Education; *Second Language Instruction; *Thinking Skills

IDENTIFIERS- Literary Magazines

The papers selected for this report of a conference on foreign language teaching with a view to "internationalizing the future" cover a wide range of topics and levels of study, including teaching Latin, using contemporary popular music in the curriculum, negotiating oral tasks, incorporating higher-order thinking skills into the curriculum, conversation courses, creative writing, and learning styles. Papers and authors are as follows: "'O Tempora! O Mores!' Teaching Cicero in High Schools Today" (Jeffrey L. Buller); "The New French Popular Music in the Foreign Language Classroom: Comprehension, Culture, Americanization" (Andre J. M. Prevos); "Promoting Communicative Competence through Task-Based Speech Activity" (Frank B. Brooks and Kari A. Niendorf); "Incorporating Higher-Order Thinking Skills in the Foreign Language Curriculum" (Audrey L. Heining-Boynton and David B. Heining-Boynton); "The Advanced Conversation Course" (Barbara Gonzalez Pino and Frank

Governance and Incorporation: Style and Strategy. Mendip Papers.

PUB DATE- 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Administrator Responsibility; *Administrator Role;

*Administrators; *College Administration; Decision Making;

Educational Planning; Foreign Countries; *Governance;

*Governing Boards; Higher Education; Politics of Education

IDENTIFIERS- *England

In view of the expanding powers of college governing bodies, it appeared timely to take stock of developments to date; and this paper examines such issues as the roles, responsibilities, and liabilities of individual governors, discussing them in the context of, and as they relate to, the emerging corporate style and strategy of the board. Also examined is the premise that if the responsibilities of individual governors and the strategy of the board are consciously chosen and shared, consideration can be given to how this strategy may best be met and maintained. The paper discusses the powers, duties, and liabilities of governors, the nature of the board's involvement in college life and the internal political life and operation of the board, including its decisions as to what kind of governing body it wants to be. It is stressed that it is through the on-going conduct of their affairs that the governors' wishes will find expression. A number of decisions are discussed which demonstrate the governors' style and strategy in very tangible ways. In offering a range of alternative models for consideration, the paper identifies a number of practical issues which help to form working patterns with which governing boards may identify themselves. An American analysis has defined seven styles of governing body participation, from the "out to lunch" or rubber stamp board to the managerial board. Six types of internal operation are also described, as are the style of the governing body, various procedural matters, and the roles of key offices and advisers in relation to the board. Contains 15 references. (GLR)

ED 357 671

HE 026 417

Kedney, R. J.; Saunders, R.

Reviewing the College Disciplinary Procedure. Mendip Papers.

PUB DATE- 92

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Behavior Problems; Colleges; *Discipline; Discipline

Problems; *Due Process; *Employer Employee Relationship;

*Faculty College Relationship; Foreign Countries; Higher

Education; *Labor Relations; Methods; Teacher Behavior;

*Teacher Discipline; Teacher Dismissal; Universities

IDENTIFIERS- *Great Britain

This paper provides practical advice on reviewing and designing disciplinary procedures and is set in the context of incorporation of further education and sixth form colleges in England. Reasons are provided for having disciplinary rules, based on the Advisory Conciliation and Arbitration Service's (ACAS) Code of Practice. Relevant English employment legislation is discussed as are the methods of determining whether an employer has acted reasonably in dismissing an employee and the key principles of disciplinary procedure. Nine elements concerning the structure and content of college

on the delivery and disposition of higher education student financial assistance funds. Seventeen individuals offered testimony. They included representatives of guarantee agencies, the lending community, the financial aid community, and an independent loan collections firm. Historically black, private, proprietary, and public educational institutions were also represented. The testimony fell into five general categories: (1) access and student information needs; (2) simplification of the loan application form; (3) defaults and "pro rata" refunds; (4) institutional lending; and (5) Multiple Data Entry (MDE)/Title IV processors. Comments on access and student information needs noted the different ways that outreach and information efforts were not reaching targeted populations. Discussion of simplifying the Stafford Loan form noted the need to clarify while meeting the information needs of different states. Discussion of defaults showed some consensus among witnesses that reducing defaults required a team effort of all involved parties. Remarks about institutional lending fell on both sides of questions about removing restrictions on institutional lending. Witnesses testifying on MDE and Title IV processors encouraged the implementation of full Title IV processors so that collecting data for student aid eligibility could be accomplished with one form free of charge to the student. (JB)

ED 357 692

HE 026 439

Early Eligibility Determination. Briefing Paper. Draft.

PUB DATE- Jan 93

NOTE- 15p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Access to Education; College Preparation;

*Economically Disadvantaged; *Eligibility; Federal Programs;

Higher Education; High Schools; High School Students;

*Information Dissemination; Information Needs; Junior High

Schools; Junior High School Students; Knowledge Level; Middle

Schools; Parent Aspiration; Parent Participation; *Student

Financial Aid

IDENTIFIERS- *Early Eligibility Determination (Financial Aid);

Middle School Students

This briefing paper presents a synthesis of data on early eligibility determination which provides middle- and secondary-school students and their parents with individualized information about their eligibility for financial aid to pay for higher education. This information is intended to be provided at a time when decisions must be made about postsecondary plans. Its purpose is to neutralize prevalent, distorted and negative information about costs of attendance and availability of financial aid funds that act as a disincentive to low-income families. Although a fully functioning early eligibility determination system is not currently in operation, aspects of such a system exist within many early awareness programs nationwide. Conclusions and recommendations were based on data collected from early awareness experts and Department of Education representatives, and information drawn from materials produced by selected early awareness programs and the Department of Education. The findings show that despite the absence of a comprehensive system, various early eligibility components are commonly used throughout the country to help improve access. The findings also demonstrate that certain structures are necessary to

people who facilitate or impede the transition from high school or work to college; significant experiences affecting the outcome of this transition; and variations between individual students. The research used a cross-sectional, focus-group interview research design. Data were gathered in groups varying in size from one to eight students at four very different types of institution ranging from a relatively new community college to a large, predominantly white, residential, research university. A total of 36 group interviews were held with 132 students. Results suggested that the transition is complex and varies according to several factors: (1) college is an expected step in the life trajectory for many middle class students but not for many non-traditional students; (2) high school friends can be a bridge to full college adjustment or a complicating factor if they are not also attending college; (3) students' families can be a supportive asset or a source of stress as a student's relations with his/her family change; and (4) various types of "validation experiences" were key for all students to feeling deserving of a place in college. Appendixes contain correspondence to participating institutions, a consent form, and interview protocol. Includes 24 references. (JB)

ED 357 711

HE 026 461

Measurements of Quality in Higher Education. International Working Conference Proceedings (1st, Washington, D.C., May 23-24, 1991).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 91

NOTE- 114p.; For related documents, see HE 026 462-463. Areas of very faint type appear sporadically.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; Academic Persistence; Classification; College Outcomes Assessment; College Students; Comparative Analysis; Databases; Decentralization; Dropout Rate; Educational Assessment; Educational Quality; Enrollment Trends; Foreign Countries; Higher Education; Institutional Research; International Cooperation; International Programs; Outcomes of Education; Research Design; Research Universities; Undergraduate Study

IDENTIFIERS- America 2000; Austria; Mexico; Netherlands; United Kingdom

This volume contains 14 papers from international sources that outline fundamental concepts and research interests connected to the measurement of quality in postsecondary education. Some of the papers consist of concept papers and others are more extensive reports of research underway or findings from recently concluded studies. The papers are as follows: "Quality in Higher Education and the National Education Goals" (Sal Corrallo); "The Role of American Higher Education in Making America First in the World in Science and Mathematics by the Year 2000 (Goal #4)" (Michael Nettles); "Comparative Aspects of Quality Assurance in Higher Education" (Edgar Frackmann); "Questions of Quality in UK (United Kingdom) Higher Education" (John Brennan); "Conceptualization of College Quality" (Jeffery Gilmore); "Taxonomy and Comparison of Approaches to Quality Assurance in Higher Education" (David Woodhouse); "Using Student Persistence Research to Strengthen the Quality of Teaching and Institutional Processes" (Robert Froh); "An International Perspective on Assessing Baccalaureate Program Outcomes" (Trudy W. Banta, Homer S. Fisher); "Institutional

(140)

DESCRIPTORS- College Students; Comparative Analysis; Financial Needs; *Financial Support; Higher Education; National Surveys; *Paying for College; Private Colleges; Public Colleges; Statistical Data; *Student Characteristics; *Student Costs; *Student Financial Aid; Student Needs; Tuition; Undergraduate Students; Undergraduate Study

IDENTIFIERS- National Postsecondary Student Aid Study

This report describes how undergraduates finance their postsecondary education by presenting data from the 1990 National Postsecondary Student Aid Study. The report discusses the characteristics of undergraduate students and where they attend school, as well as the costs of attendance, and the characteristics of the students who receive federal financial aid. The report describes the characteristics of state and institutional aid recipients as well as the average amount of aid they received from these sources, and provides a broader view of how undergraduates finance their postsecondary education by using a variety of financial resources to help meet attendance costs. Survey results indicated that: (1) about 43 percent of undergraduates received some type of financial aid; (2) the average annual cost of attendance for undergraduates attending public institutions was \$8,109, \$13,689 for private not-for-profit institutions, and \$11,308 for private for-profit institutions; (3) the average tuition and fees for undergraduates attending public institutions was \$1,322, \$7,051 for private not-for-profit institutions, and \$4,792 for private for-profit institutions; (4) about 29 percent of undergraduates received federal financial aid in 1989-90; (5) about 13 percent of undergraduates received state financial aid; (6) about 15 percent of undergraduates received some institutional financial aid; and (7) 16 percent of eligible dependent, and 46 percent of eligible independent students did not receive financial assistance from their parents. Appendices include a glossary and technical notes. (GLR)

ED 357 729

IR 015 887

Wilkinson, David; Meyer, Allan
Distributive Information Systems for Campuses (DISC): 1991-92
Final Report.

PUB DATE- Aug 92

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Budgeting; *Campuses; *Computer Managed Instruction; *Data Processing; Decentralization; Elementary Secondary Education; *Information Dissemination; Information Management; *Management Information Systems; Profiles; Program Implementation; School Districts; School Effectiveness; School Statistics; Student Evaluation
IDENTIFIERS- *Austin Independent School District TX; *Distributed Processing Systems

Distributive Information Systems for Campuses (DISC) is a project to increase the data access and information generating capabilities of schools of the Austin (Texas) Independent School District by decentralizing data manipulation functions, while maintaining centralized data processing of major applications. The project means that campuses will be able to create desired reports more quickly, could customize them to meet their own needs, and would not need to rely so much on central processing facilities. A second goal of DISC is to

Satisfaction; *Librarians; Library Circulation; *Library Cooperation; Library Surveys; Mail Surveys; *Media Specialists; Models; *Public Libraries; Questionnaires; *Reading Programs; *School Libraries; Summer Programs

IDENTIFIERS- *Georgia

To determine on which levels of cooperation most media specialists and public librarians function, and whether or not the cooperation is satisfactory, a survey was conducted of libraries and school media specialists in the Atlanta-Fulton County and Gwinnett County (Georgia) areas. Questionnaires (152) were mailed to 115 school library and media specialists and 37 public librarians, with an 83 percent response rate. Data collected were analyzed using the Statistical Package for the Social Sciences. A chi square analysis compared media specialist and public librarian responses. Most school library media specialists and public librarians participate in some cooperative activities with each other. Summer reading programs were the cooperative activities most frequently identified by both public librarians and school library media specialists. A statistically significant correlation was shown between the level of satisfaction and the type of library, with public librarians indicating greater satisfaction. Eighty-one percent of school library media specialists and 72.7 percent of public librarians identified lack of time as the major obstacle to interlibrary cooperation. Most cooperation between the two groups was on an informal communication level. Six tables present study findings. Five appendixes contain a model for cooperation, both questionnaires, and both cover letters. (Contains 14 references.) (SLD)

ED 357 748

IR 054 556

James, Dixie House
Ethnic Diversity and Gender in the Middle Level Biography
Collection. A Scholarly Study.

PUB DATE- 93

NOTE- 58p.; Specialist in Education Thesis, Georgia State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- American Indians; *Asian Americans; *Biographies; Blacks; Childrens Libraries; *Comparative Analysis; Cultural Awareness; *Ethnic Groups; Hispanic Americans; Junior High Schools; *Library Collections; Library Surveys; Middle Schools; *Public Libraries; Racial Differences; *School Libraries; Sex Bias; *Sex Differences; Tables (Data)

The ethnic diversity and gender represented and the age of the collection of middle level biography collections of one middle school library media center and one public library serving the same community were studied. Shelflists and computer printouts, as well as the books themselves, were used to provide information about the biography collections. The school had a total collection of about 13,500 volumes with 984 biographies covering 665 different subjects. The public library children's department had 614 biographies, with 457 persons represented. Biographies of males outnumbered those of females by about four to one in both collections. The percentages of biographies of Whites exceeded the percentage of White students in both cases. The percentage of biographies of Blacks was 14 to 18 percent under the percentage of Black students, but the percentage of biographies of Hispanics, Asians, Native Americans, and others was within one percent of the corresponding ethnic student population. The average age of the collection in both libraries

Elementary Secondary Education; Foreign Countries; Futures (of Society); Information Literacy; *Learning Resources Centers; Library Associations; Library Development; Library Services; Public Libraries; *School Libraries

IDENTIFIERS- Australia; International Association of School Librarianship; Postmodernism; Resource Based Learning; South Africa; Virtual Libraries

This collection contains 13 selected papers presented at the 1992 conference of the International Association of School Librarianship. Titles are as follows: (1) "The Difference of Literature: Writing for the Future of Young Adults" (Aidan Chambers); (2) "Managing School Library Change" (Peggy Heeks); (3) "The Power of Information Literacy: Unity of Education and Resources for the 21st Century" (Ross J. Todd, Liz Lamb, and Celeste McNicholas); (4) "The Concept of the Virtual School Library" (Margaret Butterworth); (5) "Lobbying for Effective Resources Based Learning: An Australian Experience" (Fay Nicholson); (6) "Getting To Know You: Fiction as a Tool To Create a World of Mutual Understanding and Respect" (Gunilla Janlert); (7) "Irish Literature in Austria" (Gerda Faerber); (8) "Books and Media for All South African Children in the 21st Century?" (Sandra Olen); (9) "Opening Shutters and Letting in the Light? Contemporary Irish Writing for Children" (Robert Dunbar); (10) "Postmodernism in Youth Literature: A Road away from the Reader?" (Kari Skjonsberg); (11) "Literature and Literacy: The Real Book Approach to Children Learning To Read" (Beatrice Wortley); (12) "The Role of Children's Books in a Multicultural Society" (Pierre G. F. Overduin); and (13) "The Provision of Public Library Services in the Irish Language" (Cristóir Mac Fhearaigh). Most of the papers include references. (MES)

ED 357 769

IR 054 615

Chute, Adrienne

Public Libraries in the United States: 1991. E.D. TABS.

PUB DATE- Apr 93

NOTE- 218p.; For the 1990 report, see ED 346 887.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Research/Technical (143)

DESCRIPTORS- Branch Libraries; Financial Support; Interlibrary Loans; *Library Circulation; *Library Collections; *Library Expenditures; Library Personnel; *Library Services; *Library Statistics; Library Surveys; National Surveys; Nonprint Media; *Public Libraries; Reference Services; State Libraries

State and national FY91 data are aggregated from individual public libraries in the United States. These data were collected under the fourth annual census of the Federal-State Cooperative System (FSCS) in July of 1992. Respondents for this voluntary census were 9,050 public libraries identified in the 50 states and the District of Columbia by state library agencies. This report begins by presenting highlights of the findings, including the following: over 69% of the population of legally served areas in the United States is served by 959 (nearly 11 percent) public libraries and their outlets; public libraries reported a total of 108,187 paid full time equivalent staff; and nationwide, public libraries reported nearly 629 million book and serial volumes, 20 million audio materials, about 615,000 films, and over 5.5 million video materials in their collections. The introduction then describes the universe represented by the data, data collection and use of technology, quality review, and unit and item responses to the survey. Also

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Budgeting; *College Planning; College Role;
Community Colleges; Institutional Mission; *Long Range
Planning; Master Plans; *Mission Statements; Models;
*Organizational Effectiveness; Organizational Objectives;
Participative Decision Making; Program Development; Two Year
Colleges

IDENTIFIERS- *College of DuPage IL

At College of DuPage (CD), in Glen Ellyn, Illinois, institutional planning is a multi-level, on-going process involving continuous college-wide input. The nine schematic levels in the CD planning process are interconnected and progress from global and broad-based issues, answering such questions as why the college exists, to concrete levels indicating specific steps to be taken at the college. The planning levels have their own calendar of events and procedures and consist of the following: (1) Mission, identifying the college's state-mandated programs and fundamental purposes; (2) Vision Statement, providing strategic direction to fulfill the mission through a list specific future goals of the college; (3) Master Planning, describing future needs in the areas of education, human resources, computing, and finances; (4) Five-Year Institutional Goals, global in content, and established with college-wide input; (5) Short-Term Institutional Goals, broad statements seeking to build an organizational framework for meeting the five-year goals; (6) Area Goals, specific in nature and written by area administrators; (7) Budget Development, allocating funds according to the Area Goals; (8) Action Plans and Tasks, driven by the area goals and defining the objectives and activities of the individual areas; and (9) Implementation. External to the planning process, but providing important planning information, are the needs assessment/environmental scan efforts, and evaluation and feedback activities. Other related activities include futures forums, 25-year enrollment projections, and a 5-year planning/goals calendar. Appendixes provide the Mission and Vision statements, timelines of specific planning activities, and other relevant planning process information. (PAA)

ED 357 787 JC 930 269

Wright, Baxter B.; Anderson, Jack
Educational Plant Survey: Tallahassee Community College, February
1-5, 1993.

PUB DATE- Feb 93

NOTE- 65p.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical
(143), Numerical/Quantitative Data (110)

DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing;
*College Planning; Community Colleges; Construction Costs;
Construction Needs; *Educational Facilities; Educational
Facilities Design; *Educational Facilities Planning;
Educational Finance; Enrollment; Enrollment Projections;
Expenditure per Student; *Facility Inventory; Long Range
Planning; School Space; School Surveys; Space Utilization;
Tables (Data); Two Year Colleges

IDENTIFIERS- *Tallahassee Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in February

IDENTIFIERS- California (Tulare County); Porterville College CA
An employer needs assessment study was performed at Porterville College (PC), in California in 1991 as part of a comprehensive educational planning process for PC and the surrounding area. A validated survey instrument was sent to a stratified random sampling of 593 employers in the community, asking them to provide general information about their company and to rate the importance to their employment needs of the programs currently being offered at PC and those being considered by the college. After two follow-up efforts, a 45% return rate was obtained. The highest ranked programs and corresponding job titles were accounting/bookkeeping, business general/administration, manager/supervisor, computer science/information processing, maintenance mechanic, and small business assistant manager. The top ranked program/job title for businesses with 100 or more employees was manager/supervisor, while the top ranked program/job title for businesses with 5 or fewer employees was accounting/bookkeeping. The top five "write-in" programs/job titles were food service workers, licensed vocational nurse to registered nurse upgrade, clerk/secretary, seamstress, and forestry. Based on survey findings, PC is currently considering offering programs for computer assistants in drafting and design, human resource technicians, agri-business sales and service, health technicians, and agriculture mechanics. An economic profile of Tulare County, longitudinal enrollment data for PC and the Kern County Community College District as a whole, and information on Tulare County demographics are included. The survey instrument and a list of the employers surveyed are appended. (MAB)

ED 357 804

JC 930 288

Student Right-To-Know Completion Rates. Research Brief RB94-2.

PUB DATE- Jul 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Athletes; *College Athletics; *College Graduates; College Transfer Students; Community Colleges; Educational Mobility; Longitudinal Studies; Outcomes of Education; Student Financial Aid; *Student Rights; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Prince Georges Community College MD; Student Right to Know and Campus Security Act

The Student Right-to-Know and Campus Security Act requires institutions of higher education to disclose information about graduation and completion rates to current and prospective students. To be counted as a completion, a student must have graduated or transferred to a higher-level program within 150% of the normal time of completion, and have received substantial preparation for their new program. At Prince George's Community College (PGCC), in Maryland, African Americans in the 1986-1989 cohorts had an average completion rate of 12%. For Asian Americans, this figure was 32%, Hispanic Americans 22%, Native Americans 5%, White Americans 36%, and non-resident aliens 11%. In all racial/ethnic groups except Hispanic Americans, women had higher completion rates than men. Completion rates were also available for two cohorts of students receiving athletically related financial aid at PGCC: student athletes entering in 1989-90 (N=42) and those entering in 1990-91 (N=71). The highest completion rates were achieved by men receiving aid to play basketball or baseball, with 80% of these

Program. American Indian Supplement--Preschool through Third Grade.

SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- 89

NOTE- 23p.; For other kits in this series, see PS 020 848-855.

Large classroom posters not included here. In coalition with
Three Feathers Associates.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; American Indian Education; American

Indians; *Child Rearing; Class Activities; Cultural Awareness;

*Daily Living Skills; Decision Making Skills; Early Childhood

Education; *Early Intervention; Elementary School Students;

Family Programs; Instructional Materials; Language Skills;

Learning Activities; Mental Health; Multicultural Education;

*Parent Participation; Parent Student Relationship;

*Prevention; Safety; Substance Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

The Growing Up Strong (GUS) program, a mental wellness and
substance abuse prevention program, is based on the assumption
that all children need a sense of belonging, heightened self-
esteem, life skills development, and a positive self-concept.

The American Indian Supplement was designed for use in
conjunction with preschool, kindergarten and first grade, or
second and third grade GUS program materials in predominantly
American Indian classrooms or mixed classrooms of Indian and
non-Indian students. The teacher's guide, designed for both
Indian and non-Indian teachers, begins by explaining GUS's
multicultural approach to prevention and by presenting research
findings on the effectiveness of GUS with American Indian
preschoolers. The next sections present guidelines for
implementing GUS, involving the family, and integrating
culturally sensitive learning experiences in the curriculum.
Nine learning experiences, including running message relays,
visual journals, traditional foods, group decision making,
story telling, native languages, stress management, craft
demonstrations, and community role models, are detailed. For
each learning activity, the relevant curriculum area is
indicated, objectives are listed, procedures are outlined, and
reinforcement activities are suggested. Finally, bibliographies
of 16 books for teachers and 15 for children and a list of 8
organizational resources are provided. GUS promotional
materials are also included. (AC)

ED 357 821

PS 020 852

Hammer, Judith McGowan; O'Bar, Angelina Merenda

Growing Up Strong: A Mental Wellness and Life Skills Development
Program. Spanish Bilingual Supplement for Kindergarten through
Third Grade.

SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- 89

NOTE- 53p.; For other kits in this series, see PS 020 848-855.

Large classroom posters not included here.

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; *Bilingual Education; Child Rearing;

Class Activities; Cultural Awareness; *Daily Living Skills;

ways in which the concepts were presented constituted the major differences between state, integrated, and private schools. (AC)

ED 357 838

PS 021 283

Dodge, Diane Trister; And Others

A Guide for Supervisors and Trainers on Implementing "The Creative Curriculum for Early Childhood, Third Edition."

PUB DATE- Jan 93

NOTE- 263p.; For an earlier version of this document, see ED 348 135.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; *Child Caregivers; Classroom Observation Techniques; *Curriculum Development; Day Care Centers; Early Childhood Education; Inservice Teacher Education; Preschool Children; *Preschool Teachers; Problem Solving; *Professional Development, Self Evaluation (Individuals); *Staff Development; Supervisors; *Teacher Workshops; Teaching Guides; Training Methods

IDENTIFIERS- *Developmentally Appropriate Programs

This guide is designed for early childhood educators who are helping their staffs implement the Creative Curriculum for Early Childhood, a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children. A carefully organized and rich environment serves as the focus of this curriculum. Part 1 of the guide contains three sections discussing respectively: (1) reasons for introducing the new curriculum; (2) support and encouragement of staff development during curriculum implementation; and (3) the use of classroom visits by supervisors as a way to provide technical assistance to staff and to fine-tune the program. Part 2 offers workshop outlines and handouts for conducting staff development sessions. This part contains 12 sections, the first of which suggests workshop strategies for trainers while the second outlines a workshop that provides staff with an understanding and appreciation of the curriculum's child development focus. The following 10 sections each describe workshops devoted to a particular topic: (1) blocks; (2) house corner (dramatic play); (3) table toys; (4) art; (5) sand and water; (6) the library; (7) music and movement; (8) cooking; (9) computers; and (10) the outdoors. Each workshop emphasizes the value of its topic area to child development through exercises, activities, discussions, and handouts. Two appendices provide a copy of the Creative Curriculum Self-Assessment and Observation Form, and staff development forms. (TJQ)

ED 357 839

PS 021 290

Arrowsmith, Judy; And Others

Working Together: Parents and Staff in Nursery Settings.

PUB DATE- 92

NOTE- 128p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; *Cooperative Planning; Early Childhood Education; Foreign Countries; Needs Assessment; *Nursery

that describe the personal experiences of the group members. In the first part, "Outlining a Vision for Change," it is argued that an interlocking set of integrated education and human services is an essential part of a community in which learning occurs. The second section, "Realizing the Vision," presents a five-stage framework to help partners collaborate and develop their own process for changing complex systems, a process that focuses on long-term change while being flexible enough to respond to changing circumstances and conditions. The third part, "Communities Moving toward the Vision," profiles four collaboratives with initiatives to integrate and link services to schools. Appendices include two assessment checklists; a directory of key contacts and organizational resources; and a bibliography that includes sources for more specific guidance on the topics discussed in this guide. (MM)

ED 357 857

PS 021 380

Leung, Jupian J.

Chinese-Canadian Children's Attitudes toward Schoolwork and Perception of Parental Behaviors That Support Schoolwork.

SPONS. AGENCY- Wisconsin Univ., Oshkosh.

PUB DATE- 93

NOTE- 20p.; For other parts of this study, see PS 021 381-382.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Age Differences; Catholic Schools; Elementary Education; *Elementary School Students; Foreign Countries; *Homework; *Parent Student Relationship; Sex Differences; Socioeconomic Status; *Student Attitudes

IDENTIFIERS- *Attitude Toward School; British Columbia (Vancouver); *Chinese Canadians

As part of a larger study examining Canadian and American students' attitudes toward schoolwork, this investigation examined the relationship between Chinese-Canadian children's attitudes toward schoolwork and their gender, socioeconomic status, age, school achievement, and school attainment value (the importance they placed on doing well in school). The study also examined the relationship between students' attitudes toward schoolwork and their perception of parental behaviors that support schoolwork. Subjects were 122 Chinese-Canadian fourth- through seventh-grade students in a Roman Catholic school in Vancouver, British Columbia. The students completed a questionnaire that measured their attitudes toward schoolwork and perception of parental behaviors supporting schoolwork. Analysis showed that age was the most useful variable for predicting Chinese-Canadian children's attitudes toward schoolwork and their perceptions of parental behaviors. School attainment value and perceived parental valuing and concern for schoolwork were also useful in predicting students' attitudes toward schoolwork. (MM)

ED 357 858

PS 021 381

Leung, Jupian J.

Caucasian- and Chinese-American Children's Attitudes toward Schoolwork and Perception of Parental Behaviors That Support Schoolwork.

SPONS. AGENCY- Wisconsin Univ., Oshkosh.

PUB DATE- 93

NOTE- 24p.; An earlier version of this paper was presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1992). For other parts of

Devlin, Kevin M.
Kentucky's Parent and Child Education (PACE) Program. Innovations.
PUB DATE- Jun 91

NOTE- 8p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Failure; *Compensatory Education; Dropout Programs; *Early Intervention; Educational Innovation; *Family Programs; *High Risk Students; *High School Equivalency Programs; *Parent Education; Parent Influence; Parenting Skills; Preschool Children; Preschool Education; School Readiness; State Programs

IDENTIFIERS- Kentucky; *Parent and Child Education Program KY

A lack of education is a major cause of poverty among many Kentucky citizens. In 1986, Kentucky's dropout rate was the second highest of the 50 states. That same year, Kentucky established the Parent and Child Education (PACE) Program in an effort to combat the problems of insufficient education and poverty that tend to be perpetuated from generation to generation within the state. The program, which targets families rather than individuals, is designed to increase the educational expectations of parents for their preschool children, raise the educational levels and family skills of parents, help parents obtain their high school equivalency diplomas, and improve the learning skills of young children. The PACE program is open to parents who lack a high school diploma and have 3- or 4-year-old children. It is available in several areas of the state, but found mostly in rural areas where the dropout rate is highest. The daily program schedule includes separate instruction sessions for the adults and children, as well as time for joint activities. The program also provides breakfast, lunch, and transportation to and from class. Even though funding and participation remain a problem, the positive impact of Kentucky's PACE program is evident in its growth, national recognition, and participants' academic improvement. (TJQ)

Werdenschlag, Lori B.; And Others
Characteristics of Parent-Child Interactions: How Do They Affect Children's Acquisition of Metacognitive Skills?

PUB DATE- Mar 93

NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Development; Elementary Education; *Elementary School Students; Females; *Learning Strategies; *Metacognition; Mothers; *Parent Influence; Parents as Teachers; *Parent Student Relationship; Predictor Variables; Problem Solving; *Thinking Skills

IDENTIFIERS- Memory Tasks

This study examined parental influence on children's cognitive skills by investigating characteristics of parent-child

practice's long-term effectiveness as an educational intervention. The review concludes that none of the practices was more effective than simple promotion. Whether given an extra year or promoted, children with academic and maturation problems continued to have academic difficulties through the elementary grades. (TJQ)

ED 357 895

PS 021 598

The Americans with Disabilities Act of 1990: Summary, Employment Provisions, Public Accommodations Provisions, Checklist, Examples of Disabilities.

PUB DATE- 5 Dec 91

NOTE- 23p.; For a related document, see PS 021 166.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Check Lists; *Disabilities; *Employer Employee Relationship; *Employment Practices; *Equal Opportunities (Jobs); Facility Improvement; Food Service; Law Enforcement; Medical Evaluation; *Public Facilities; Transportation

IDENTIFIERS- *Access to Facilities; *Americans with Disabilities Act 1990

Part 1 of this document summarizes the Americans with Disabilities Act (ADA) of 1990. Part 2 reviews the act's provisions that prohibit discrimination against disabled individuals in employment. Topics addressed are: (1) individuals protected under the act; (2) the essential functions of jobs; (3) prohibited discrimination; (4) requirements for employers to make reasonable accommodations for disabled employees; (5) provisions concerning employees who handle food; (6) smokers and individuals who use drugs and alcohol; (7) medical questions and examinations; (8) architectural changes that employers are required to make to their facilities to accommodate disabled employees; and (9) enforcement of the act. Part 3 reviews the act's provisions that prohibit discrimination against disabled individuals in public accommodations. Topics considered are prohibited discrimination, including discrimination in public transportation; health and safety exceptions; requirements for building new and altering existing facilities to accommodate disabled individuals; and enforcement. Part 4 provides a checklist of requirements of the ADA which concern employers. Part 5 contains a list of some of the disabilities covered by the ADA. (BC)

ED 357 896

PS 021 600

McEwin, C. Kenneth, Comp.

Directory of Middle Level Teacher Preparation Programs.

PUB DATE- 92

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Degrees (Academic); *Higher Education; *Intermediate Grades; Junior High Schools; *Middle Schools; Teacher Certification; *Teacher Education Programs

The purpose of this directory is to provide information regarding the availability of specialized middle level teacher preparation programs. The directory provides information on approximately 240 colleges and universities, listed alphabetically by state. For each of these colleges and

This report evaluates two aspects of the Northwest Educational Laboratory Indian Education Program. These were: (1) seven week-long Indian Education Summer Institutes, conducted in the years 1988 to 1991, in which 329 educators from Montana and Washington addressed issues relevant to Indian education; and (2) the Indian Education Schools Improvement Programs conducted at 29 school locations in the Northwest to provide staff training and develop a local capacity to learn about and solve problems related to Native American education. Telephone interviews were conducted with randomly selected participants in both programs. Data are organized around the questions of the interview protocol and include a listing of all responses. Questions regarding the summer institutes and the Schools Improvements Programs addressed the following topics: (1) whether the programs made any difference in teaching or providing services to Native American children; (2) whether participants trained others or shared information about the programs; (3) whether participants had an opportunity to influence instructional practice or policy as it affects Native American children; (4) what the most important aspect of the program was and recommendations for future programs. Several questions unique to the Schools Improvement Programs addressed whether the program impacted school organization or made a difference in how school staff members related to each other. The report also includes information from two site visits to Indian Education School Improvement Programs. This report concludes that both programs were successful in meeting the expectations and needs of the participants. The appendix includes a sample Summer Institute topical schedule. (LP)

ED 357 915

RC 019 144

Wilderness Medicine Newsletter, 1992.

PUB DATE- 92

NOTE- 78p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Accident Prevention; *Diseases; *First Aid; *Injuries; *Medical Services; *Medicine; *Outdoor Activities; *Outdoor Education; *Program Descriptions

IDENTIFIERS- Risk Management; *Wilderness Education

This document consists of the six issues of "Wilderness Medicine Newsletter" published in 1992. This journal, subtitled "For the recognition, treatment, and prevention of wilderness emergencies," includes feature articles, book reviews, product reviews, letters to the editor, notices of upcoming wilderness conferences, and general information relevant to medical services and outdoor activities. Feature articles discuss issues such as the effect on outdoor programming of new Occupational Safety and Health Administration (OSHA) standards concerning guidelines for Hepatitis B vaccinations; the importance of obtaining medical histories from participants in outdoor programs; recommendations for prescription and nonprescription drugs to include in a wilderness first aid kit; descriptions of wilderness risk management programs; and first aid information concerning treatment of specific injuries and illnesses such as burns, deep wounds, and appendicitis. An index to volumes 1 and 2 is included. (LP)

ED 357 916

RC 019 145

Hurley, J. Casey
Become a Principal? You Must Be Kidding.

Myers-Briggs Type Instrument (MBTI) was completed by 86 school administrators to examine the extent to which the psychological traits of rural administrators might contribute to resistance to change in their districts. Respondents came from rural, suburban, and rural transitional districts--those in the process of becoming suburban. Of 16 possible MBTI personality types, 2 are characterized as supportive of the status quo and lacking in vision. These two types comprised 61 percent of rural administrators, 50 percent of rural transitional administrators, and 27 percent of suburban administrators. With regard to the diversity of personalities on the management team, only 7 personality types were found in the rural sample, while 12 types each were found in the rural transitional and suburban samples. Likewise, female administrators made up only 10 percent of the rural sample, compared to 16 percent of rural transitional and 29 percent of suburban administrators. Creating a quality school requires a diverse management team whose members' abilities complement each other. To build a school improvement team with the necessary diversity, superintendents must know their own and their fellow administrators' strengths and weaknesses, add personnel with the missing strengths, arrange for team training, and adjust workloads to provide time for team development. (SV)

ED 357 934

RC 019 195

Gilbert, Jim, Ed.; And Others

"An Outdoor Renaissance". Proceedings of the National Conference on Outdoor Recreation (4th, Boone, North Carolina, November 1990).

PUB DATE- 91

NOTE- 235p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adventure Education; Elementary Secondary Education; *Environmental Education; Higher Education; *Outdoor Education; *Program Administration; Program Development; *Recreational Programs

IDENTIFIERS- *Outdoor Recreation

This conference proceedings record contains 17 papers concerning outdoor education, outdoor recreation programs, adventure education, and environmental education. Papers include:

"Nature's University" (keynote speech on environmental ethics and outdoor education); "Mission '90" (a workshop on developing a mission statement for outdoor programs); "Managing Turnover of Outdoor Recreation Staff"; "Methods for Determining Student Price Thresholds for Campus Recreational Services"; "Starting an Outdoor Recreation Program for Persons with Disabilities"; "A Review of Adventure Recreation: Concepts, History, Trends, and Issues"; "Enhancing Environmental Education with Adventure Education Concepts"; "Initiating and Maintaining a College-Based Search and Rescue Organization"; "Alaskan Adventures: Programming in the Great Land"; "An Educational, Therapeutic and Social Adventure on Board the Schooner 'Ernestina'"; "Everything You Wanted To Know about Judgement, but Were Afraid To Ask!"; "Review and Analysis of a Five Year Study of a College Level Outdoor Leadership Curriculum"; "Project S.O.A.R." (Shared Outdoor Adventure Recreation--high adventure programs for at-risk youth); "Outdoor Safety Education: A Maine Perspective"; "Survey of Insurance and Liability: Concerns in Outdoor Recreation Programs in the South"; "Fund Raising: The Options Available to Outdoor Programs"; and "University Outdoor Programs: State of the Art, 1990." Also included are a list of

(Thought Transfer); Communication Skills; *Concept Formation; Constructivism (Learning); Creative Thinking; *Discussion (Teaching Technique); Discussion Groups; Elementary School Students; *Epistemology; *Metaphors; Primary Education; Science Education; *Science Instruction; Scientific Concepts; Scientific Literacy; Teaching Methods; Thinking Skills
IDENTIFIERS- *Analogy; *Discourse; Science Talks

The science discourse of young children is a means by which children can pose and try to answer difficult questions about their world. This paper describes through excerpts from transcripts of audiotapes and fieldnotes of science talks, how young children talk about science, and how they use metaphors and analogies to develop theories about difficult scientific concepts. The paper is separated into four sections. The first section establishes a theoretical context for the practice of science talk in the classroom. The second section describes the teaching practice of conducting science talks and discusses the teacher's and student's roles during the discussions. The third section examines an illustrative text on the topic of how nature began. The fourth section concludes that science talk demonstrates that children are capable of devising insightful explanations for difficult questions concerning their world and suggests that teachers need to recover and reexperience this mode of thinking to make it part of the science teaching and learning process. (MDH)

ED 357 953

SE 053 111

Carlsen, William S.

Saying What You Know in the Science Laboratory.

PUB DATE- 90

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biology; *Classroom Communication; Communication (Thought Transfer); Discourse Analysis; Discourse Modes; *Discussion (Teaching Technique); Elementary Secondary Education; *Knowledge Level; Models; Science Activities; Science Education; Science Experiments; *Science Instruction; *Science Teachers; Teacher Behavior; Teaching Methods

IDENTIFIERS- *Subject Content Knowledge

This paper analyzes discrepant findings from research on science teacher knowledge and classroom discourse. In new science teachers' classrooms, discourse during laboratory activities differed in important ways from discourse during other types of instruction. Furthermore, teacher subject-matter knowledge had effects that were not predicted by the study's conceptual framework, a model that relates teacher knowledge to active control of discourse by the teacher. Although the discrepant findings and the conceptual framework are reconciled here, the reconciliatory process generated several questions about the underlying theoretical and methodological assumptions of research on teacher knowledge. In addition to outlining these questions and describing the effects of teacher knowledge on discourse in the laboratory, this paper suggest that methodological flexibility and attention to anomalous findings may help teacher-knowledge researchers avoid self-deception and appropriately limit the generalizability of their conclusions. (Author)

(Q5Q)

DESCRIPTORS- *Animals; Biology; *Class Activities; Elementary School Students; *Home Programs; Instructional Materials; *Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Language Arts; Library Guides; Parent Participation; School Libraries; Science Education; Writing Across the Curriculum; Zoology
IDENTIFIERS- *Living Library (Pets); *Pets

The Living Library is a library where students can check out classroom pets as well as books. This guide describes the installation and implementation of a Living Library. The guide is presented in the following 10 sections: (1) a description of and rationale for a Living Library; (2) an implementation timeline developed for the intermediate school student; (3) a daily pet care checklist; (4) parental permission forms in both English and Spanish; (5) a lesson plan to identify similarities and differences between living and inanimate objects; (6) a lesson plan involving a language arts game; (7) a sample of a student's writing; (8) a resource list for guest speakers, audiovisuals, basic equipment and supplemental materials; (9) a bibliography containing 25 citations; and (10) a supplementary reading list containing 29 book titles arranged by grade level, with 3 book titles in Spanish. (MDH)

ED 357 973

SE 053 275

Nuclear Age Issues: A Teacher's Resource Guide for Kindergarten through Grade Twelve. Publication No. X-127.

PUB DATE- 87

NOTE- 272p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Controversial Issues (Course Content); Critical Thinking; Educational Objectives; Elementary Secondary Education; *History Instruction; Holistic Approach; Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Learning Activities; Lesson Plans; *Nuclear Energy; Nuclear Technology; Science Activities; Science Education; Science Experiments; *Science Instruction; *Social Sciences; Units of Study

IDENTIFIERS- California (Los Angeles); Environmental Issues; *Nuclear Education; Nuclear Weapons

This teacher's resource guide is designed to facilitate the planning of science and history/social science classroom instruction concerning nuclear age issues for elementary and secondary students. The materials introduce this topic with an interdisciplinary approach to a broad range of nuclear topics. The booklet is divided into five sections. The first section discusses the psychological impact that nuclear age issues have on children and suggests classroom techniques and strategies teachers can use to approach the topic that take into account the students' grade level. The second through fifth sections present instructional units that integrate nuclear age issues into: elementary science; elementary history/social science; secondary science; and secondary history/social science. Each subsection identifies the behavioral objectives for the instructional units and provides teacher directed lesson plans to meet those objectives. Appendices provide the following information: (1) a nuclear glossary of key terms useful in studying nuclear issues; (2) annotated lists of 158 print and media resources, 36 curriculum materials for teachers, 24 organizations and public agencies involved in nuclear issues,

Study on the Needs of the Palestinian People in the Field of Education and Training.

PUB DATE- Mar 90

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Development; *Educational Needs; Educational Objectives; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; Job Training; Vocational Education IDENTIFIERS- Gaza Strip; *Palestinians; West Bank

This study analyzes the needs of the Palestinian people in the area of education and training and identifies projects that would aid further development in this area. The first of seven chapters provides demographic and socioeconomic background. The second chapter is an overview of the pre-university education system in the Occupied Territories (West Bank and Gaza Strip). The third chapter is a 10-year perspective of needs at the primary, preparatory, and secondary levels for classes, schools, and teachers in the West Bank and Gaza Strip together. The fourth chapter presents data on pre-university vocational and non-formal education. The fifth chapter includes data on community colleges and middle-level manpower training. The sixth chapter provides data and analysis of the universities in the Occupied Territories. The seventh chapter proposes 10 projects designed to address the educational and training needs of the Palestinian people. Some of the objectives addressed by these projects include the following: development of primary education, pre-service and in-service training of teachers, development of science and mathematics curriculum, development of community colleges, and development of para-medical, technology and engineering fields. Contains 23 references. (DB)

ED 357 995

SO 022 858

Tuttle, William M., Jr.

Children in Wartime: The Second World War in the Lives of America's Home-Front Children.

PUB DATE- 88

NOTE- 14p.; Paper presented at the Annual Meeting of the American Sociological Association (August, 1988). For a related paper, see SO 022 859.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Development; *Children; Family (Sociological Unit); Family Life; Historiography; Social Change; Social History; Social Science Research; *Sociology; *United States History; War; *World War II

This paper discusses the impact of World War II on the lives of U.S. home-front children--that is, the boys and girls born between 1933 and 1945 who were children during the war and were still preadolescents when the war ended. The paper proceeds by discussing, first, the topical approach to the subject used in this essay; second, the ways in which sociology has guided the research and analysis it contains; and third, by suggesting collaborative efforts that could be undertaken by

creations. The definition of spatial reasoning for research purposes has been limited to a logical concept of reasoning. Thus, expressive spatial thought processes are excluded from existing interpretations of the subject. Summaries of some of the research on spatial reasoning and gender differences is presented. Four main areas of research are discussed: brain hemispheric specialization, sex hormones, the linking of sex and cultural practices, and research practices. The research tasks traditionally used in this field of study indicate that gender differences do appear with the performance of some tasks. In general the evidence indicates that females are more verbally acute than males, and sex differences are manifested in some tasks in regard to quantitative ability. (Contains 12 references.) (DB)

ED 358 017

SO 023 117

Peace Education: Reports and Miniprints from the Malmo School of Education, 1990-1992. No. 765.

PUB DATE- Jan 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Educational Objectives; *Educational Research; Foreign Countries; Futures (of Society); Global Approach; *International Education; *Peace; *Role of Education; Teaching Methods; Values Education

IDENTIFIERS- *Peace Education

The project group "Preparedness for Peace" carries on research and development work on peace education and related aspects of the internationalization of school teaching. This miniprint lists reports and miniprints from this work published during the years 1990-1992. The list also includes reports and miniprints related to the work of PEC (the Peace Education Commission of the International Peace Research Association) published by the Malmo School of Education. (Author)

ED 358 018

SO 023 122

Wiles, David

Diversity Curriculum in Public Schools without Minority Pupils.

PUB DATE- 92

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Cultural Pluralism; *Educational Policy; *Educational Research; Elementary Secondary Education; History Instruction; Minority Groups; *Multicultural Education; *Poverty; *Public Schools; Social Studies; *Superintendents

IDENTIFIERS- *New York

In 1990 the New York State Board of Regents approved a recommendation that the teaching of history be inclusive and reflect U.S. pluralism by including the contributions of all minorities to the development of the country. While New York is often viewed as an urban state and does have large minority populations in its urban areas, there are 141 K-12 districts (housing over 150,000 students) that report a less than 1% minority pupil enrollment and 98.6% of these districts are located in nonmetropolitan settings. The basic purposes of this study were to ascertain what the curriculum of inclusion meant for the administrative leaders of New York school districts with few minority pupils. Sixty-two school superintendents from

Yarber, William L.

STDs and HIV: A Guide for Today's Young Adults. Instructor's Guide. Student Manual.

PUB DATE- 93

NOTE- 218p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Affective Objectives; Behavioral Objectives; Cognitive Objectives;

*Health Education; *Health Promotion; Lesson Plans; Pretests

Posttests; Secondary Education; Study Guides; Teaching Guides;

Test Items; Worksheets

IDENTIFIERS- *Sexually Transmitted Diseases

The curriculum for sexually transmitted diseases (STDs) and Human Immunodeficiency Virus (HIV) presented in these two manuals is designed for grades 7-12. Six sections of the student manual, each focused on a particular "STD/HIV Fact," are designed to help young adults learn how to avoid STDs, how STDs are and are not communicated, what to do to keep from getting STDs, how to recognize STD symptoms, where to get STD medical care and information, how to get partners to treatment, and how to help control STDs. Each of these sections ends with a "Life Situation" problem related to the particular topic discussed, and students are challenged to think out their own approaches to the problem before turning to the section called "Possible Solutions to Life Situations" for the recommended answers. Also included in the text are pre- and post-self-tests entitled "Discovering What I Know" and "Discovering What I Believe," STD/HIV prevention action checklist, STD/HIV avoidance skills activities, charts of female and male reproductive systems with descriptions of each part, summary charts of important STDs, a pronouncing glossary, a STD/HIV summary sheet, and sources of STD/HIV help. The instructor's guide is organized into four chapters as follows: (1) The Philosophy of School STD/HIV Education; (2) Suggested Lesson Plans; (3) Learning Opportunities; and (4) Test Questions. Two appendices provide handouts (Sources of STD/HIV Help and STD/HIV Summary Sheet and Guidelines for Condom Use) and 16 worksheets. (LL)

ED 358 039

SP 034 329

AIDS Prevention through Education: Sample Curriculum. Elementary.

PUB DATE- Nov 88

NOTE- 241p.; For the sample secondary curriculum, see SP 034 330.

Portions contain small print.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Class

Activities; Elementary Education; *Elementary School

Curriculum; Health Activities; *Health Education; Health

Promotion; Learning Activities; *Prevention; Program

Development; Program Implementation; State Curriculum Guides;

Worksheets

These program guidelines, based on the 5-point definition of the physically educated person developed by the National Association for Sports and Physical Education (NASPE), provide reference information to states, school districts, and local schools who seek assistance in developing and maintaining quality programs in physical education. Ten outcomes for physical education, designed to reflect broad areas of development, are identified along with objectives related to psychomotor, cognitive, and/or affective behaviors reflecting possible areas of curricular content by grade level. For each behavioral objective, examples are provided of specific activities from the psychomotor, cognitive or affective domains related to accomplishing the objective. Sample activities are intended to illustrate tasks that can serve as behavioral criteria relative to the accomplishment of the objectives for a particular grade level. The behavioral objectives are designed to provide content progressions both within a specific grade and across sequential grades. (Contains 41 references.) (LL)

ED 358 058

SP 034 509

Cornett, Lynn M.; Gaines, Gayle F.
Focusing on Student Outcomes: Roles for Incentive Programs. The 1991 National Survey of Incentive Programs and Teacher Career Ladders.

PUB DATE- Jan 92

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Accountability; *Career Ladders; Compensation (Remuneration); Elementary Secondary Education; Faculty Development; *Incentives; National Surveys; Performance Factors; *Policy Formation; Professional Recognition; Program Implementation; *State Programs; Student Role; Teacher Improvement; *Teacher Responsibility; Teacher Role

IDENTIFIERS- Reform Efforts; Southern Regional Education Board

In 1986, the Southern Regional Education Board Career Ladder Clearinghouse reported that 29 states were implementing, or had mandates to develop, career ladder or teacher incentive programs based on student performance. The 50-state survey reported on here revisits the issue of teacher and school incentive programs. The report provides a framework for examining: (1) changes that have taken place in states and in schools because of career ladder and reward programs since 1986; (2) the evolution of programs in response to changing fiscal conditions; (3) concerns of policymakers and educators; (4) shifting attitudes about the best way to improve schools; (5) problems arising out of the nation's experiment with incentive programs in the 1980s; and (6) problems states are likely to encounter as they move to accountability systems that focus more on student results in the 1990s. The bulk of the document (30 pages) summarizes survey results from each of the 50 states regarding state actions since 1986. Analysis of the survey results suggest that as a result of career ladder and reward programs, schools emphasizing results for students are becoming more popular. In addition to the text, school and incentive programs--1991 are summarized for each state in chart form. (Contains 21 references.) (LL)

ED 358 059

SP 034 512

Physical Education Outcomes: Grades 6-8, Report of the Task Force To Develop HPERD Program Standards.

modify as the child enters adolescence. The curriculum is based on principles of child development, early childhood education, and prevention psychology. It is designed to increase children's perceptions of vulnerability to SCI or TBI, the severity of the problem, response efficacy, and self-efficacy; to help students gain enhanced understanding of cause-effect relationships and the rationale for safety principles; and to enhance the perception that safe behavior is smart. The curriculum includes behavioral rehearsal, practice, and interactive elements with reinforcement to enhance learning. This guide for Grades 5 and 6 is organized into 8 units: Spinal Cord and Brain Injury Awareness, Motor Vehicle Safety, Pedestrian Safety, Bike Safety, Playground and Recreational Sports Safety, Preventing Falls, Weapons Safety, and Water Safety. The guide concludes with information on additional resources (films and videotapes, national programs, spinal cord injury care systems, traumatic brain injury care systems, and comprehensive head injury prevention and rehabilitation centers). Reproducible instructional materials are included. (LL)

ED 358 077

SP 034 557

Mitchell, Douglas E.; Beach, Sara Ann
How Changing Class Size Affects Classrooms and Students. Policy Briefs Number 12.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Classroom Research; *Class Size; *Economic Impact; Elementary Secondary Education; Literature Reviews; Policy Formation; Small Classes; Teacher Distribution; *Teacher Effectiveness; *Teacher Student Ratio

IDENTIFIERS- *Affect Effect Theory; Effect Size Estimator (Glass)

This policy brief is based on prior class size research and address the following issues of concern to policy makers: (1) the extent and reliability of class size impact on student achievement; (2) the mechanisms by which class size changes turn into student learning effects; and (3) the economic consequences of the reduction of class size. This synthesis of available research supported by a meta-analysis of achievement data shows that class size has a substantial and cumulative effect on student learning. Theoretically, the view that teachers represent a "fixed instructional resource" with their time and attention divided among the total number of students in the classroom best fits the research data. The conclusion is reached, however, that responding to this evidence is difficult because the cost of class size reduction is enormous. It is impossible to imagine public support for the level of funding needed to substantially reduce class size through expansion of school facilities and staff. Alternative strategies for reducing instructional group size can be implemented. The most promising strategy is the redeployment of existing school staff for part or all of the school day. (LL)

ED 358 078

SP 034 558

Ploumis-Devick, Evelyn; Follman, Joseph
Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom. Hot Topics: Usable Research. Revised Edition.

logic, and algebra. Their historical evolution is outlined and their formal basis is discussed, beginning with a quasi-canonical core and including a number of possible extensions. Their treatment of a number of linguistic phenomena are also explored, including passives, raising, discontinuous dependencies and non-constituent coordination, as well as such general issues as word order, logic, psychological plausibility, and parsing. Chapters are as follows: Introduction (including underlying principles, practical basics, notational variants); A Brief History (including origins of the formalist enterprise, origins of categorial grammar); Classical Categorial Grammar: The Lambek Calculus (including associativity, composition, raising, division); Generalized Categorial Grammars (including extending the set of connectives, extending the set of rules); Current Practice (phonology, morphology, syntax); Current Issues (including semantics, word order, logic, complexity, parsing); and Overview and Prospect. The book is designed for students and researchers in current theories of grammar, including comparative, descriptive, and computational linguistics. It includes a name index, a categories index, and a subject index. Contains approximately 190 references. (LB)

ED 357 627

FL 021 210

Lotherington-Woloszyn, Heather
Literacy in ESL: Pedagogical and Cultural Pathfinding in Fiji.
PUB DATE- Dec 91

NOTE- 21p.; Paper presented at the International Conference on Bilingualism and National Development (Bandar Seri Begawan, Brunei) December 9-12, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Bilingualism; Cultural Awareness; *English (Second Language); Foreign Countries; Instructional Materials; Language of Instruction; Modern Language Curriculum; Primary Education; *Second Language Instruction; *Teaching Methods

IDENTIFIERS- *Fiji

Although English is a colonial heritage in Fiji, it links the country's different ethnic groups and is the language of instruction for formal education. This paper examines pedagogical and cultural implications of the present primary English curriculum, based on findings from an empirical study of primary English teaching in Fiji. It reviews the materials and methodology in large-scale use in the country and demonstrates how present English-as-a-Second-Language (ESL) teaching is at odds with both curriculum aims and children's real needs for ESL skills. Innovations in teaching methods and materials are discussed. Contains 8 references. (LB)

ED 357 628

FL 021 211

The Rights of Limited English Proficient Students: A Handbook for Parents and Community Advocates.

PUB DATE- 31 Mar 93

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Pino, Jr.); "Creative Writing in the Secondary Foreign Language Class: A Literary Magazine" (Richard A. Goodwyn); and "Learning Styles and the At-Risk Foreign Language Student" (Mary B. McGehee and Jeanne Jendrzewski). Contains 15 references. (LB)

ED 357 648

FL 021 304

Oliverio, Giulia R. M., Ed.; Linn, Mary Sarah, Ed.
Kansas Working Papers in Linguistics, Volume 18.

PUB DATE- 93

NOTE- 156p.; For individual papers, see FL 021 305-312.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *American Indian Languages; Contrastive Linguistics;
*Descriptive Linguistics; English; French; *Grammar; Japanese;
Korean; Language Research; *Linguistic Theory; Phonology; Uto
Aztecan Languages

IDENTIFIERS- Causatives (Grammar); Conditionals; Emergent
Languages; Subject (Grammar); Winnebago; Winnebago (Tribe)

The aim of this journal is to provide a forum for the presentation in print of the latest original research, chiefly by the faculty and students of the Department of Linguistics and related departments of the University of Kansas, but others not associated with the university may also contribute. Part I of this issues, on General Linguistics, contains the following papers: "The Phonological Rhythm of Emergent Languages: A Comparison between French and English Babbling" (Gabrielle Konopczynski); "/s/ Variation as Accommodation" (Felice Anne Coles); "Two Causative Constructions in Korean" (Dong-Ik Choi); "Connotations of Surprise in the Conditionals "to" and "tara" in Japanese: A Review and Synthesis" (Tim Van Compernelle); "Language as Fluid: A Description of the Conduit Metaphor in Japanese" (Masuhiro Nomura); and "Null-Expletive Subject in Japanese" (Michiko Terada). Part II, Studies in Native American Languages, contains the two following papers: "On Some Theoretical Implications of Winnebago Phonology" (Kenneth L. Miner); and "Numic r Is Not a Spirant" (James L. Armagost and John E. McLaughlin). An index of Native American languages appearing in "Kansas Working Papers in Linguistics, 1976 to 1993, is appended. (LB)

ED 357 649

FL 021 305

Konopczynski, Gabrielle

The Phonological Rhythm of Emergent Language: A Comparison
between French and English Babbling.

PUB DATE- 93

NOTE- 31p.; For the serial issue in which this paper appears, see
FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles
(080)

DESCRIPTORS- Child Language; Contrastive Linguistics; *English;
Foreign Countries; *French; Interaction; *Language Acquisition;
Language Research; *Language Rhythm; *Phonology; *Speech
Communication; Toddlers

IDENTIFIERS- Emergent Languages

The phonological rhythm of French is characterized by a tendency to syllabic isochrony within an utterance and a clear final lengthening, whereas the rhythm of English is stress-timed. A study of babbling at a turning period of the child's development has shown that the French child acquires adult

disciplinary procedure are addressed including discussions on implementation issues, assignment of responsibilities involving discipline, various disciplinary offenses and sanctions, time limits, representation during disciplinary actions, the use of disciplinary panels, and considerations when handling special disciplinary cases. Appendices include a sample of the ACAS' disciplinary procedure; a sample of a college-based disciplinary procedure; an example of a disciplinary code from a major industrial company; and a procedure for disciplining, suspending, and dismissing college staff. (GLR)

ED 357 672

HE 026 418

O'Brien, Eileen M.

Outside the Classroom: Students as Employees, Volunteers, and Interns.

PUB DATE- 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140); Collected Works - Serials (022)

DESCRIPTORS- Comparative Analysis; *Education Work Relationship; Employment; *Experiential Learning; Higher Education; Part Time Students; Research Needs; Student Experience; Student Participation; Student Volunteers; *Undergraduate Students; Undergraduate Study; Work Experience

Many college students today are combining their undergraduate studies with some type of paid employment, volunteer work, or internship experience. Estimates show that more than 60 percent of undergraduate students work in paid positions; as many as 26 percent serve as volunteers; and almost 25 percent of undergraduates participate in internship/cooperative work. This paper, which limits its analysis to undergraduate students, summarizes the data available on working students and then compares them with students who do not work. Also reviewed is the limited research on students involved in community service or volunteer work and in internships or cooperative positions, as well as an analysis of how students balance these activities with their studies. Recommendations are offered for further research. Among the findings are the following: (1) in 1991, 63 percent of all college students were employed while enrolled in school, representing a steady increase over the past few decades; (2) in 1990, 26 percent of undergraduates said they were currently performing community service; and (3) surveys are showing that student volunteers are more likely to be women (36 percent are females versus 27 percent males), and older (41 percent of students aged 30 years old or older volunteer compared with less than 30 percent of students under 30 years of age). (Contains 19 references.) (GLR)

ED 357 673

HE 026 419

King, John R., III

A Proposal for Job Descriptions and Performance Standards for Webster University Extended Campus Support Staff.

PUB DATE- Mar 93

NOTE- 67p.; M.A. Project, Webster University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Administrator Responsibility; *College Administration; Distance Education; External Degree Programs; Higher Education; *Job Performance; Models; Multicampus Colleges; *Occupational Information; *Personnel Evaluation;

support successful early awareness and outreach interventions and that early eligibility determination needs to be nested in broader postsecondary education encouragement programs, elements of which are outlined in the paper. (JB)

ED 357 693

HE 026 440

Student Financing in the Health Professions: Dependence on and Interactions between the Higher Education Act and the Public Health Service Act Financial Aid Programs: A Background Paper. Draft.

PUB DATE- Dec 90

NOTE- 59p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; *Allied Health Occupations; Delivery Systems; Economically Disadvantaged; Eligibility; Federal Programs; Graduate Medical Education; Higher Education; Loan Default; Loan Repayment; *Medical Education; Minority Groups; Policy Formation; Public Policy; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Health Education Assistance Loan Program; Higher Education Act 1965; Higher Education Act Title IV; Public Health Service Act

This paper identifies issues that underlie student financing of education in the health professions in terms of the interrelationships and interactions between financial aid programs under Title IV of the Higher Education Act and Titles VII and VIII of the Public Health Service Act. Section 1 provides background to the issues by describing financial aid programs identifying general issues, and drawing comparisons between aid programs under Titles IV administered by the Department of Education and Titles VII and VIII administered by the Department of Health and Human Services. Section 2 treats access issues in a discussion of costs of attendance, declines in the applicant pool, and limited representation of minorities and disadvantaged students. Section 3 considers the dependence of students in the health professions on loans noting that loans have outstripped grants as the predominant form of assistance for these students. Section 4 looks at loan defaults and their causes arguing that, though default rates for the health professions are low, the financial problems of other programs make clear the risks and consequences of defaults. Section 5 examines delivery of federal student assistance to students in the health professions particularly considering processes for collecting parents' information and assessing "total resources." A final section discusses policy alternatives. An appendix contains a background paper on the Title VII and Title VIII loans. (Contains 11 tables/figures.) (JB)

ED 357 694

HE 026 441

Recommendations on Multiple Data Entry Processors. Report to the Congress of the United States.

PUB DATE- Aug 88

NOTE- 33p.; For related documents, see HE 026 428-443.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Data Processing; Federal Programs; *Financial Aid Applicants; Higher Education; Policy Formation; *Program Evaluation; Records (Forms); Student Financial Aid

Research and Planning to Support Decentralization and Privatization: Building Self-Correction and Accreditation Systems" (Robert Froh); "Developing the Tools for Using National and International Data Bases: The Relationship to Issues of Content, Assessment, and Attainment" (E. Stephen Hunt); "New Approaches to Evaluation in Austrian Higher Education" (Hans Pechar); "Assessing the Quality of Higher Education: A Mexican Perspective" (Felipe M. Rizo); "The Research-oriented Dynamism of Education" (Jose Strubbe); "Explaining Differences in Dropout between Faculties in Dutch University Education" (Riecke Bijleveld). Appendixes list participants and offer information on the National Center on Postsecondary Teaching, Learning and Assessment. (JB)

ED 357 712

HE 026 463

The Measurement of Quality in Post-Secondary Education.

International Working Conference Proceedings (3rd, London, England, April 15-16, 1992).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 16 Apr 92

NOTE- 30p.; For related documents, see HE 026 461-462.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Achievement; *College Outcomes Assessment;

*College Students; Dropout Rate; *Educational Assessment;

*Educational Quality; Enrollment Trends; Foreign Countries;

*Higher Education; International Cooperation; International

Programs; Outcomes of Education; *Program Evaluation

The third in a series of international conferences on measuring quality in post-secondary education was held to design four proposed project briefs, to identify new areas of collaboration, to encourage participation in the current projects, and to promote continued dialogue and exchange on the projects. Each of four working groups addressed one of the following four projects: (1) international assessment of student learning in specific disciplines; (2) impact of quality assessment on higher education systems; (3) drop-out, retention and enrollment patterns of students; and (4) the role of peer review in evaluation and assessment. Working Group 1 suggested modifications to the project's design, determined the focus of the project as a comparison at the program level, and acknowledged the need for funding and the complexity of the work. Working Groups 2 and 3 outlined the purpose of their study, methods, and funding; and chose the participating countries. Working Group 4 planned a two stage project in which stage 1 will consist of an inventory of forms of peer review in operation in a substantial number of countries and stage 2 will investigate the legitimacy of peer review. New projects were proposed in a comparative study of graduate outcomes. Appendix 1 lists participants and their affiliation; further appendixes contain the reports from each of the working groups. (JB)

ED 357 713

HE 026 464

Leslie, W. Bruce

Gentlemen and Scholars: College and Community in the "Age of the University," 1865-1917.

PUB DATE- 92

NOTE- 285p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

redesign student, district, and school profiles by consolidating a number of reports into a single comprehensive report, creating a permanent data file in the process as a basis for future profiles. In the first year of project implementation, a new school profile was produced and distributed, and an individual student profile was prepared for tryout in fall 1992. Additional requirements are for training, increasing the hardware on each campus, identifying the software that campuses can use, and arranging for support personnel. Issues in creating the profiles and budget implications are explored. An attachment describes the prior profiles. Eight additional attachments are available from the school system. Five figures illustrate this report. (SLB)

ED 357 730

IR 015 988

Witherspoon, Mary Lou; Barron, Linda
Using Integrated Media To Incorporate Research into Teacher Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 12 Nov 92

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; Cooperation; Elementary Education; Elementary School Mathematics; *Fractions; Grade 2; Higher Education; Learning Readiness; Learning Theories; Lesson Plans; Masters Theses; Mathematics Instruction; *Preservice Teacher Education; Student Participation; Teaching Methods; *Theory Practice Relationship; Videotape Recordings; Visual Aids

This paper focuses on a lesson plan in fractional number concepts that illustrates how research and practice have been brought together through the use of integrated media. A teacher applied the findings from her master's thesis by collaborating with an instructor of elementary mathematics methods courses and an experienced teacher on a lesson plan that introduced the concept of "half" in a part-whole interpretation. A videotape was made of the lesson as it was presented to a second grade class with theory juxtaposed over the action through the use of a computer controlled videodisc environment. The videotape was used to guide the observations and analyses during a mathematics methods course for preservice teachers. The preservice teachers were assigned the task of comparing the research-based fractions lesson with another more traditional lesson taught by the same teacher using the topics of student involvement, readiness, or the role of representations in teaching fractions. Three appendixes contain: (1) an abstract of the master's thesis examining the issues of representation in the teaching and learning of fractional number concepts; (2) the lesson plan formed from the collaboration among the writer of the master's thesis, the instructor of the methods course, and the classroom teacher; and (3) the class assignment given to the preservice teachers comparing the research-based lesson with a traditional lesson on the same topic taught by the same teacher. (ALF)

ED 357 731

IR 015 990

was over 20 years. In both collections, the largest number of books had a copyright date in the 1960s. Neither collection was adequate or equitable with regard to gender. Ethnic groups classified as White or Black are not equitably represented, although other ethnic groups are proportionately represented. Seven tables present study data. (Contains 22 references.) (SLD)

ED 357 749

IR 054 557

Morrell, Linda Esslinger
The Feasibility of High School Media Centers Joining the Georgia Online Database (GOLD). A Scholarly Study.

PUB DATE- 93

NOTE- 74p.; Specialist in Education Thesis, Georgia State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Access to Information; Feasibility Studies; High Schools; Information Technology; *Interlibrary Loans; *Librarians; Library Catalogs; Library Circulation; Library Expenditures; Library Surveys; Mail Surveys; *Media Specialists; *Online Catalogs; Online Searching; Operating Expenses; Questionnaires; *School Libraries; Tables (Data); User Needs (Information)

IDENTIFIERS- Georgia; *Georgia Online Database

The information that high school library media specialists in Georgia have about the Georgia Online Database (GOLD), interlibrary loan, and online access was investigated. This study also evaluated whether they have the funding for GOLD and related technology. A 45-item questionnaire was developed and sent to a stratified random sample of 128 public and private school library media specialists in Georgia. Seventy percent (89) responded. Of these, 93 percent do not participate in any formal interlibrary loan system with a published lending policy, but 94.2 percent felt that their students could benefit from formal interlibrary loans. Forty-four (50.6 percent) of the media specialists were familiar with GOLD, and 89.2 percent would like to learn more about how their media centers might become members. Almost all (97.7 percent) of the media centers have someone on staff with computer training, but only 34.5 percent actually have experience in online searching. Fifty-five percent feel that they have funding for GOLD, and 47 percent already have an online public access catalog or plan to purchase one within 3 years. GOLD would be feasible for half of the centers surveyed, with a potential for more. Eight tables present study findings, and four appendixes contain a Georgia map, the field test letter, the cover letter and questionnaire, and comments. (Contains 30 references.) (SLD)

ED 357 750

IR 054 558

Waring, Johnathan G.
Meeting the Needs of Library Trade Exhibitors. A Handbook for Exhibition Organisers.

PUB DATE- Jul 91

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Check Lists; Conferences; *Exhibits; Foreign Countries; Librarians; Libraries; *Library Associations; User

included are caveats for using the data, information for ordering related machine-readable data and publications, and a source for additional information on public library statistics. The data are presented in 16 pairs of tables, which make up the major part of the report. These tables summarize information that was supplied to National Center for Education Statistics (NCES) in machine-readable format by state library agencies on a voluntary basis. The information includes data on staffing, service outlets, operating income and expenditures, size of collection, and service measures such as reference transactions, interlibrary loans, circulation, and public service hours. Four appendices provide information on the background of the FSCS; data error messages and historical data check criteria; characteristics file specifications; and data element specifications for 1991. (MES)

ED 357 770

IR 054 616

Kirk, Thomas, Ed.

Academic Libraries: Achieving Excellence in Higher Education. Proceedings of the National Conference of the Association of College and Research Libraries (6th, Salt Lake City, Utah, April 12-14, 1992).

PUB DATE- 92

NOTE- 493p.; For proceedings of the 5th national conference, see ED 318 488.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Academic Libraries; Cataloging; Civil Rights; Higher Education; Information Technology; *Library Administration; Library Automation; *Library Collection Development; *Library Instruction; Library Personnel; *Library Role; Library Technical Processes; Preservation; Reference Services; *Research Libraries

These proceedings begin with four theme papers on civil rights, information technologies, the Information Society, and measures of success. Fifty-two contributed papers are then organized into seven broad subject areas: (1) academic librarianship (stereotypes of librarians, minority leadership, collegial leadership, curriculum reform, library services to remote sites, librarians as academic advisors, and support for university decision makers); (2) bibliographic control (circulation of dissertations and cataloger/archivist cooperation); (3) bibliographic instruction (freshman writers, CD-ROM usage, learning style theory, composition/bibliographic instruction connections, and instructional design); (4) collection management and development (research collections, pricing, African American reference sources, resource sharing, output measures for cartographic collections, psychology collection development, and access to primary sources); (5) general administration (paperbacks, diversification, library structures, library/computing partnerships, systematic planning in small academic libraries, and organizational change); (6) readers services (services to visiting scholars, electronic and printed information in English studies, evaluation of research service, science faculty's information seeking behavior, and relevance judgments); and (7) technology (interface design and customizing the catalog). Program sessions on administration, bibliographic instruction, buildings, collection development, community college libraries, cultural diversity, genealogy, international librarianship, personnel, preservation, public services, and technology are summarized. Author and subject indexes are included. (MES)

1993 at Tallahassee Community College (TCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducting plant surveys in the Florida community college system. Section 4 presents a historical overview of TCC, including its major purposes, goals, and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projects enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of TCC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used by faculty, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, and section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling, and renovating plans, as well as data on site acquisition, development, and improvement needs and costs for the main campus, totaling \$70,327,220. (MAB)

ED 357 788

JC 930 270

Amsler, Mary; And Others

Community Colleges: Reshaping an Educational Vision. Policy Briefs, Number Nine.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Articulation (Education); *College Role; *Community Colleges; *Educational Change; Educational Needs; *Educational Objectives; Educational Planning; *Educational Policy; Educational Trends; Program Descriptions; State School District Relationship; *Statewide Planning; Two Year Colleges

IDENTIFIERS- Arizona; California; Nevada; Utah

Designed to keep educational practitioners informed of current trends and practices, this policy brief explores the changing identity of the nation's community colleges and presents four special inserts describing specific trends in the community college systems of California, Arizona, Utah, and Nevada, respectively. The brief reviews the traditional access to community colleges provided by the open-door philosophy, which led to rapid growth, a diverse student population, and ultimately a loss of cohesion in the curriculum as remedial programs gained emphasis. Two indicators of the current confusion over the colleges' identity are examined: the controversy over transfer, including the decline in students transferring and bureaucratic hindrances to transfer, and the rapid expansion of occupational education. Finally, the shift in funding and governance from the local- to the state-level is explored as a contributing factor to the changing identity, especially as it has limited educational access by the imposition of new fees and less direct community control. The two-page special inserts discuss responses of four state community college systems to the changes in funding, student demographics, faculty needs, and identity. The inserts include:

athletes graduating or transferring to a senior institution within 3 years of entering PGCC. The category with the lowest completion rate (47%) was women's "all other sports." Completion rates for each degree-seeking cohort and for student athletes by sport are presented in tabular form. (MAB)

ED 357 805

JC 930 292

Donnangelo, Frank P.; Farley, Catherine
The Attributes of Job Applicants: Employee Expectations versus
the Perceptions of Minority Students.

PUB DATE- 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Career Counseling; Career Education; Community
Colleges; *Counseling Effectiveness; Employee Attitudes;
*Employer Attitudes; Employer Employee Relationship;
*Employment Qualifications; *Minority Groups; Program
Evaluation; *Student Attitudes; Two Year Colleges; Two Year
College Students

IDENTIFIERS- City University of New York Bronx Community Coll

All entering freshmen at Bronx Community College (BCC), in New York, are required to enroll in an orientation/career development course which is taught by counselors and helps students with college procedures, curriculum choices, and occupational goals. To assess the college's career counseling services, a study was conducted to determine the extent that students were aware of the attributes employers seek in job applicants. The study also sought to reproduce a 1981 survey by Hafer and Hoth of 37 employers and 250 university students in Nebraska, to determine if the attitudes of employers recruiting at the largely minority BCC differed from the employers in the Hafer and Hoth survey. Thirty-two employers and 64 graduating students who participated in BCC's on-campus recruiting program during the spring and fall 1988 semesters were asked to rank the 13 most important items from a list of 26 job selection attributes identified in the 1981 survey. Results of the study included the following: (1) employers in both the BCC and the Hafer and Hoth survey ranked oral communication, motivation, and initiative as the top three attributes, while BCC students ranked them second, fourth, and ninth, respectively; (2) BCC students incorrectly perceived the value for employers of punctuality, ranking it first, while BCC employers ranked it seventh; and (3) BCC employers ranked work experience fifth and grades eleventh, placing more emphasis than employers in the 1981 study who ranked them twelfth and thirteenth, respectively. (MAB)

ED 357 806

JC 930 293

Pasadena City College Profile in Productivity, 1987-1992.

PUB DATE- 92

NOTE- 20p.; Photographs and some illustrations may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Budgets; College Faculty; Community Colleges;
Educational Facilities; *Educational Finance; Enrollment
Trends; Facility Expansion; Financial Exigency; Fund Raising;
Income; *Institutional Characteristics; Outreach Programs;

Decision Making Skills; *Early Intervention; Family Programs;
*Hispanic Americans; Instructional Materials; Language Skills;
Learning Activities; Mental Health; Multicultural Education;
*Parent Participation; Parent Student Relationship;
*Prevention; Primary Education; Safety; Spanish Speaking;
Substance Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

The Growing Up Strong (GUS) program was developed for preschool through sixth grade students to promote mental and physical health and prevent substance abuse. The Spanish Bilingual Supplement to the kindergarten through third grade GUS materials also promotes respect for Spanish language and cultures. This document includes an English-language teacher's guide and Spanish-language duplication masters designed to be sent home with children to promote family involvement. The teacher's guide explains GUS's multicultural approach, discusses bilingual education, and presents guidelines for implementing GUS, involving the family, and integrating culturally sensitive learning experiences in the curriculum. Five learning experiences, including storytelling, native languages, stress management, community role models, and craft demonstrations are detailed, and books and resources are listed. The Spanish-language materials for at-home use include information sheets for family members on primary prevention and on the following topics: (1) believing in children; (2) permitting children to solve their own problems; (3) helping children to become better problem solvers; (4) permitting children to make decisions; (5) taking children to the grocery store; (6) taking responsibility around the house; (7) giving children some responsibility; (8) setting a good example of proper drug use; (9) valuing good health; and (10) explaining the benefits of putting away toys. Activity sheets for children include pages for children to color and to draw things that make them feel good, that make them angry, and that they do at home to help; sheets on which children can identify things that are bad for them; and sheets covering such activities as traveling through the neighborhood safely. Sample awards for children and GUS promotional materials are included. (AC)

ED 357 822

PS 020 853

Hammer, Judith McGowan; O'Bar, Angelina Merenda

Growing Up Strong: A Mental Wellness and Life Skills Development Program for Second and Third Graders.

SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.

PUB DATE- 89

NOTE- 90p.; For other kits in this series, see PS 020 848-855.

Large classroom posters not included here.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Activity Units; Check Lists; *Child Rearing; Class Activities; *Daily Living Skills; Decision Making Skills; *Early Intervention; Elementary School Students; Family Programs; Grade 2; Grade 3; Instructional Materials; Language Skills; Learning Activities; Mental Health; *Parent Participation; Parent Student Relationship; *Prevention; Primary Education; Safety; Special Needs Students; Substance Abuse; Teaching Guides

IDENTIFIERS- *Growing Up Strong Program

Growing Up Strong (GUS) is a curriculum designed to develop strong mental and physical health in kindergarten through sixth

Schools; Parent Attitudes; *Parent School Relationship; *Parent Teacher Cooperation; Program Descriptions; Program Effectiveness; *Recordkeeping; Teacher Attitudes
IDENTIFIERS- *Scotland

This report presents two case studies that document the efforts of two Scottish nursery schools to foster good home-school relations. The schools involved were Dunsmore Nursery School, which serves 40 students in the morning and 20 in the afternoon and which employs a headteacher, 4 nursery nurses, and a caretaker; and Blairhall Nursery School, a small nursery school for 12 children that is attached to a rural primary school. The case studies profile on-going developments at the schools over time. The aims of the parent-teacher collaboration efforts were the same at both schools. These aims were to: (1) establish the nature and extent of parent-teacher partnership from both parents' and staff members' perspectives; (2) clarify policy on parent-teacher partnerships; (3) examine current recording procedures; (4) identify procedures for monitoring and evaluating initiatives involving parents and staff; (5) identify areas for development from the perspectives of staff and parents; (6) draw up a list of areas to be developed and ideas to be tried; (7) renegotiate the policy statement and the recording and evaluation procedures, if necessary; (8) address the top priority area for development; and (9) record, monitor, and evaluate the development of the top priority area. For each of these aims, the report details activities and outcomes at each school and provides relevant record-keeping forms. (AC)

ED 357 840

PS 021 292

Bond, Lynne A.; And Others

Promoting Epistemological Development and Parenting Skills of Rural, Impoverished Mothers.

PUB DATE- Mar 93

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Consciousness Raising; Dialogs (Language); Epistemology; *Group Discussion; Individual Development; Interpersonal Communication; *Mothers; Parent Child Relationship; *Parent Education; Parenting Skills; *Peer Groups; Poverty; Rural Areas; *Self Concept; Young Children

The Listening Partners project examined rural mothers' development of a sense of the power of their own minds and voices and the relationship between this sense of power and mothers' parenting strategies and their children's development. Two cohorts of 60 women from a rural, impoverished region of Vermont participated in the program. Half the women in each cohort were involved in small weekly discussion groups that focused on promoting opportunities and skills for high-quality, reflective peer dialogue. Women's group activities included sharing responses to questions; keeping journals on audiotape; transcribing and editing group discussions; interviewing; telling stories about their own and their children's growth; collaborative problem solving; and publishing. Preceding and following the series of group meetings, and again 9 months later, the women completed the Ways of Knowing assessment of epistemological position. In addition, the mothers completed other assessments of parent-child communication beliefs, self-esteem, and social support; children completed assessments of

this study, see PS 021 380 and PS 021 382.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Age Differences; Catholic Schools; *Chinese Americans; Comparative Analysis; *Cultural Differences; Elementary Education; *Elementary School Students; Homework; *Parent Student Relationship; Sex Differences; Socioeconomic Status; *Student Attitudes; *Whites

IDENTIFIERS- *Attitude Toward School

As part of a larger study examining students' attitudes toward schoolwork, this study examined the relationship between Caucasian- and Chinese-American children's attitudes toward schoolwork and their gender, socioeconomic status, age, school achievement, and school attainment value (the importance they placed on doing well in school). The study also examined the relationship between students' attitudes toward schoolwork and their perception of parental behaviors that support schoolwork. Subjects were 140 Caucasian-American and 97 Chinese-American fourth- through eighth-grade students from 2 Roman Catholic schools. The students completed a questionnaire that measured their attitudes toward schoolwork and perception of parental behaviors supporting schoolwork. Analysis showed that for Caucasian-Americans, school attainment value predicted students' perception of parental behaviors supporting schoolwork and students' attitudes toward schoolwork. For Chinese-Americans, both school attainment value and school achievement predicted attitudes toward schoolwork but not perception of parental behaviors supporting schoolwork. For both groups, students' attitudes toward schoolwork were predicted by their perception of parental behaviors supporting schoolwork. Findings suggest that cultural background mediates the prediction of student attitudes toward schoolwork and their perception of parental behaviors supporting schoolwork. (MM)

ED 357 859

PS 021 382

Leung, Jupian J.

Children's Attitudes toward Schoolwork and Perception of Parental Behaviors That Support Schoolwork.

SPONS. AGENCY- Wisconsin Univ., Oshkosh.

PUB DATE- 93

NOTE- 20p.; An earlier version of this paper was presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992). For other parts of this study, see PS 021 380-381.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Age Differences; Catholic Schools; Elementary Education; *Elementary School Students; *Homework; *Parent Attitudes; *Parent Student Relationship; Sex Differences; Socioeconomic Status; *Student Attitudes

IDENTIFIERS- *Attitude Toward School

As part of a larger study examining students' attitudes toward schoolwork, this investigation examined the relationship between children's attitudes toward schoolwork and their gender, socioeconomic status, age, school achievement, and school attainment value (the importance they placed on doing well in school). The study also examined the relationship between students' attitudes toward schoolwork and their perception of parental behaviors that support schoolwork. Subjects were 140 fourth- through eighth-grade students in a Roman Catholic school in Wisconsin. Students completed a

interaction in two tasks that required strategic activity and within which instruction in metacognition could occur. Subjects were 60 third and fourth grade girls and their mothers, who were divided into 2 experimental groups and a control group. Girls performed three trials in which they completed a task that involved planning a route and a memory task; the first and third trials comprised a pretest and posttest. In the second trial, girls in the experimental groups completed the tasks with their mothers, while girls in the control group worked independently. Mothers in one experimental condition taught their children general task-related skills that the children could use later in another task, while mothers in the other experimental condition taught skills specific to the task. Results revealed that, in a comparison of the posttest with the pretest, children in both experimental conditions showed improved performance, demonstrated and reported more sophisticated strategies and more varied study activities, and demonstrated better metacognitive understanding on both tasks. Children's performance on the posttest was related to their reported and actual use of strategies and their reports of the value of instruction by their mothers. Individual differences in mothers' teaching behavior did not predict improvements in their child's task performance. (MM)

ED 357 878

PS 021 423

Smith, Maureen C.

Reconceptualizing the Measurement of Persistence in an Attempt To Facilitate Prediction of Infant Problem-Solving Competence.

PUB DATE- Mar 93

NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Behavior Development; Child Rearing; Exploratory Behavior; Family Environment; *Infant Behavior; *Infants; *Mothers; *Parent Child Relationship; Predictor Variables; *Problem Solving

IDENTIFIERS- *Mastery Motivation; *Task Persistence

Mastery motivation, usually measured by task persistence, is often used to predict infant competence. This study attempted to clarify how a measure of persistence can be used to facilitate the prediction of competence when examining the relationship between persistence and maternal child-rearing behavior. The measure of persistence used in this study incorporated several qualitative aspects of persistence, such as multiple problem solving strategies. When they were approximately 18 months old, 31 children were videotaped while they performed various problem-solving and exploratory tasks. Children's problem solving was rated on scales that measured persistence, affect, and task performance. Children also completed the Bayley Scales of Mental and Motor Development. The HOME Inventory was used to rate aspects of the child-rearing environment. Results indicated that persistence was related to aspects of the child-rearing environment; levels of persistence were related to total scores on the HOME inventory. Results suggested that persistence best facilitates competence when a task is very difficult or challenging for a child, and that qualitative aspects of persistence have a stronger association with aspects of the child-rearing environment than do quantitative aspects such as attention span. (MM)

universities, the directory: (1) lists the degrees offered; (2) indicates whether the middle level program is a major specialization comparable to an elementary or secondary education major, a program that has been added to an elementary or secondary program to provide dual certification, or a program limited to selected courses not leading to a degree or certification; and (3) gives the name and address of an individual to contact for additional information. A survey form is appended. (BC)

ED 357 897

PS 021 621

McMillan, Daniel C.; Vigil, Herminia J.

The Status of Child Nutrition Programs in Colorado.

PUB DATE- Apr 93

NOTE- 101p.; For an earlier version, see ED 348 147.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Breakfast Programs; *Costs; Elementary Secondary Education; *Federal Aid; Federal Programs; *Lunch Programs; Metropolitan Areas; *Nutrition Instruction; Rural Areas; State Programs; State Surveys; *Student Participation; Summer Programs; Urban Areas

IDENTIFIERS- *Colorado; School Lunch Program; Special Milk Program

The health and learning potential of Colorado's children are enhanced by the benefits of several child nutrition programs. The oldest and largest of these programs is the National School Lunch Program (NSLP), which served an average of more than 268,000 meals per day in October, 1992. Other programs include the School Breakfast Program (SBP), which served an average of more than 32,000 meals per day in October, 1992; the Special Milk Program for children without access to the NSLP or SBP; the Summer Food Service Program for Children; and the Nutrition Education and Training Program for teachers, students, food service personnel, and parents. In this booklet, a description of Colorado's child nutrition programs is followed by a presentation of statewide data on average meal prices, average per plate costs, trends in meals served through the NSLP and SBP, food commodities purchased in Colorado for national distribution, and the economic impact of child nutrition programs on the Colorado economy. The bulk of the report consists of tables presenting data for the state's school districts that are grouped according to setting: core city, Denver metro, outlying city, outlying town, recreational, rural, small attendance, and urban-suburban. The tables indicate: (1) district membership; (2) average daily lunch participation; (3) total percentage of children participating; (4) the number of schools providing lunch, breakfast, and special milk programs; (5) the number of sites with kitchens and walk-in or carry-out facilities; (6) breakfast and lunch prices; and (7) costs included in per-plate costs. (BC)

ED 357 898

RC 019 068

Rural Interagency Collaboration: A Resource Handbook for Schools and Human Service Agency Providers, Planners, and Policy Makers.

PUB DATE- 92

NOTE- 182p.; Based on results of a study approved by the Rural Education Advisory Committee in collaboration with the New York State Education Department in response to the Rural Education Research Act of Chapter 776 of the Laws of 1990.

LANGUAGE- English

PUB DATE- Oct 92

NOTE- 17p.; Paper presented at the Annual Conference of the National Rural Education Association (84th, Traverse City, MI, October 9-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Principals; Role Conflict; Rural Education; *Rural Schools; *School Administration; School Districts; Teacher Administrator Relationship; *Teacher Attitudes

This report examines the rural principal's role by investigating the attitudes of rural school teachers who have "principal potential." Interviews were carried out with 25 teachers from 5 rural school districts who were identified by their peers as having school leadership potential. Respondents were asked to reflect on advantages and disadvantages associated with the principal's role. Only five of the teachers interviewed expressed interest in becoming principals. Others either were not interested or stated that the principal's role would have to change significantly before they would consider it. They viewed the role of the principal as: (1) too distant from the instructional core; (2) involving too many non-instructional duties; (3) too large to perform duties effectively; (4) requiring too much time away from family; (5) providing too little direct contact with students; (6) requiring behaviors that do not match personality; (7) affecting existing relationships with teachers; (8) lacking autonomy and control; (9) seldom offered to a woman; (10) disciplinarian, affecting relationships with students; (11) too political; and (12) needing redefinition. To attract teacher-leaders into the rural school principalship, the principal's role should focus more on instructional leadership and activities that directly affect students. School restructuring suggestions should be carried out so that more educational decisions are made at the school level, school cultures become more collegial, and more female teacher-leaders are encouraged to become principals. (LP)

ED 357 917

RC 019 147

Bailey, Gwen; And Others

Literacy in Rural America: A Study of Current Needs and Practices.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.

PUB DATE- Dec 92

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Attainment; *Educational Needs; Elementary Secondary Education; Illiteracy; *Literacy Education; Program Descriptions; *Program Effectiveness; Rural Areas; *Rural Education; Rural Sociology; *Rural Urban Differences

This report examines rural practice in adult literacy programs and estimates the extent and nature of rural illiteracy. Surveys were sent to 3,287 rural literacy programs; more than 700 program directors responded for a return rate of 22 percent. In addition, 150 program directors and key state literacy contacts were interviewed by telephone. Results are

conference presentations and events, and profiles of presenters. (SV)

ED 357 935

RC 019 196

Gilbert, Jim, Ed.; Bruner, Eric, Ed.

Life Beyond Walls. Proceedings of the National Conference on Outdoor Recreation (Ft. Collins, Colorado, November 10-13, 1988).

PUB DATE- 89

NOTE- 273p.; For selected individual papers, see RC 019 197-203.

Some tables contain small and broken print.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Accidents; Adolescents; *Adventure Education; Camping; College Students; Disabilities; Environmental Education; Fear; Higher Education; *Leadership; *Outdoor Activities; Outdoor Education; Plant Identification; *Risk; Safety

IDENTIFIERS- *Outdoor Leadership; *Outdoor Recreation; Outward Bound

This proceedings contains 16 papers on recreation and adventure programming, outdoor education, and outdoor leadership training. The papers are: (1) "Beyond Recreation: Our Classroom Is Wild America" (Barry Auskern); (2) "Outward Bound Leadership Model: An Exploratory Study of Leadership Variables" (Natalie L. Bartley); (3) "'Putting a Little Flavor in Your Outings!' Getting to Know the World of Edible and Useful Wild Plants" (Charles Chase); (4) "Risk Management in High Adventure Outdoor Pursuits" (Jerry Cinnamon); (5) "The Identification and Modification of Situational Fears Associated with Outdoor Recreation" (Alan Ewert); (6) "Outdoor Programming in the Southern United States" (Jim Gilbert and Wayne Taylor); (7) "Winter Wilderness Travel and Camping" (Norman Gilchrist); (8) "Environmental Activism, Public Education and Outdoor Programming: A Union of Necessity" (Terry Hartig and Peter Bowler); (9) "Technical Tree Climbing" (Peter Jenkins); (10) "Leadership: The Development of Self Concept" (Rick Matishak and Lyle Benson); (11) "Survey Compilation: Status and Concerns of the Outdoor Recreation Profession" (Rodney K. Neubert and Julian A. McPhee); (12) "Freshman Wilderness Orientation Programs: Model Programs across the Country" (Marty O'Keefe); (13) "Eagle Mount--Montana's Premiere Handicapped Outdoor Recreation Program" (Curt Shirer); (14) "Successfully Adapting Financially Subsidized Outdoor Programs to 'Pay Their Own Way' Programs" (Alf Skrastins); (15) "Passages: Helping College Students Matriculate through Outdoor Adventure" (Bob Stremba); and (16) "How To Successfully Change from a Financially Subsidized Outdoor Program to a Pays-Its-Own-Way Outdoor Program" (David J. Webb). Appendices include descriptions of conference presentations and events, a list of conference participants, and biographical information on presenters. (KS)

ED 357 936

RC 019 197

Bartley, Natalie L.

Outward Bound Leadership Model: An Exploratory Study of Leadership Variables.

PUB DATE- 89

NOTE- 15p.; In: Life Beyond Walls: Proceedings of the 1988

National Conference on Outdoor Recreation (Ft. Collins, CO, November 10-13, 1988); see RC 019 196.

LANGUAGE- English

Helgeson, Stanley L.

Trends and Issues in Science Education.

PUB DATE- Jun 92

NOTE- 36p.; Keynote address presented to the International Symposium on Science Education, (Taipei, Taiwan, June 12, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; Computer Assisted Instruction; *Computer Assisted Testing; Computer Uses in Education; *Curriculum Development; *Educational Trends; Elementary Secondary Education; Evaluation Methods; Integrated Curriculum; International Educational Exchange; Microcomputers; Program Descriptions; *Science Curriculum; *Science Education; Science Instruction; Standardized Tests; Student Attitudes; Test Construction; Test Validity

IDENTIFIERS- *Alternative Assessment; Earth Systems Education; *Educational Issues; Project 2061 (AAAS); Scope Sequence and Coordination

This keynote address reported on the current state of science education in three areas: curriculum development, attitudes toward science, and assessment in science. Three major projects in science curriculum reform were the focus of the section on curriculum development: (1) Project 2061; (2) Scope, Sequence, and Coordination; and (3) Earth Systems Education. Discussions of the projects included background information, project objectives, and a project description. The section on attitudes toward science discussed problems related to assessing attitudes, and provided guidelines for instrument development and establishing test validity. The section on assessment in science education reported recent studies and projects related to standardized tests, computer applications in assessment, and alternative assessment. A list of 55 references is included. (MDH)

Keeves, J. P.

Technical Issues in the First and Second IEA Science Studies.

PUB DATE- 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Comparative Education; *Cross Cultural Studies; Data Analysis; Data Collection; Elementary Secondary Education; Foreign Countries; International Education; International Programs; Models; *Research Methodology; *Research Problems; *Science Education; Testing Programs; Test Results

IDENTIFIERS- Educational Issues; First International Science Study; *International Assn Evaluation Educ Achievement; International Evaluation Education Achievement; International Studies on Educational Achievement; *Science Achievement; *Second International Science Study

The first and second International Association for the Evaluation of Educational Achievement Science Studies examined and compared science achievement in 19 and 26 countries,

and 16 audiovisual materials available through the Los Angeles Unified School District; and (3) Skills Continuums for elementary science, elementary social studies, secondary science, and secondary social studies. (MDH)

ED 357 974

SE 053 295

Quality in Education. Report Prepared by the Subcommittee on Technology and Competitiveness Transmitted to the Committee on Science, Space, and Technology. House of Representatives, One Hundred Second Congress, Second Session.

PUB DATE- 92

NOTE- 13p.; Serial P.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Computer Assisted Instruction; *Educational Quality; Educational Technology; *Education Work Relationship; *Federal Legislation; Hearings; Higher Education; Improvement Programs; Instructional Improvement; Literacy; Mathematics Education; *School Business Relationship; Science Education; Scientific Literacy; Secondary Education; Small Businesses

IDENTIFIERS- Congress 102nd; *Total Quality Management

This report is based on the record of three Congressional subcommittee hearings that examined: how the principles of total quality management can be used to improve schools; how companies can work with schools to assure that new workers are able to perform in a total quality environment in the workplace; and how modern computer-based educational technologies can aid in assuring that graduates of the nation's high schools are educated and possess the technological literacy required of careers they seek. After a background section on the subcommittee's scope of interest, summaries of the testimonies given by witnesses at the hearings on quality in education and total quality management techniques are provided. Findings and conclusions reported include that: (1) principles of total quality management can be adopted for application within education; (2) computer-based instruction used in business can be a model for schools seeking to increase the use of technology; (3) schools are not adequately preparing students for the workplace; (4) lack of requisite mathematics, science, and literacy skills in the workplace is a deterrent to implementing total quality management in a firm; and (5) employee training in skills unique to the firm is a necessary component of total quality management. Five recommendations involving the interrelationship between schools, business, and the Federal Government are made. (MDH)

ED 357 975

SE 053 326

Tobias, Sheila

Revitalizing Undergraduate Science: Why Some Things Work and Most Don't. An Occasional Paper on Neglected Problems in Science Education.

PUB DATE- 92

NOTE- 191p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Change Strategies; Chemistry; *College Science; *Educational Change; Educational Development; Educational Research; *Excellence in Education; Higher Education; Physical Sciences; Physics; Science Curriculum; *Science Education; Science Instruction; *Undergraduate Study

interdisciplinary research groups of social historians and social scientists. Finally, it is suggested that in studying U.S. children on the Second World War homefront, the historian should explore topics that were not only important at the time, but have had significant developmental consequences throughout the lives of these children. The most important topics appear to be: wartime migration of families and children; family formation; the sharp increase in marriages and births between 1940 and 1945; children's health during wartime; war separation and the rearrangement of family roles; children's homefront participation in wartime; war's psychological and emotional effects; nonwhite children's experiences during the war; war's effect on child-rearing advice and practices; the scope and effect of wartime governmental policies regarding children; and readjustments for family members due to fathers returning from military service and mothers from wartime jobs. (DB)

ED 357 996

SO 022 859

Tuttle, William M., Jr.

America's Children in Wartime: Beyond the "Latchkey Child."

PUB DATE- 91

NOTE- 22p.; Paper presented at the Annual Meeting of the Social Science History Association (16th, New Orleans, LA, November 1, 1991). For a related paper, see SO 022 858.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Development; Childhood Needs; *Children;

*Chronological Age; Historiography; Sex Differences; Social Change; *Social History; United States History; War; *World War II

An American historian writing about the experiences of American homefront children during the Second World War sought to add authenticity to his book by including in it the personal stories of people who had been children during the war, told in their own words. The writer's letter of appeal, published in about 100 U.S. newspapers and about 75 African-American, Hispanic-American, and Jewish-American publications, received an overwhelming response, and this paper discusses the impact that some 2,000 letters received from people who were children on the homefront during World War II had on the book. Focusing on two topics, the paper first discusses the way in which the letters changed the book by expanding the writer's conception of what was going on in the homefront children's lives. The second topic concerns how the letters illuminated the chronological divisions within the homefront children's cohort itself, revealing significant differences in the development and lives of children born during three time periods: 1932 to 1935, 1936 to 1941, and 1942 to 1945. (DB)

ED 357 997

SO 022 861

Tuttle, William M., Jr.

Children's Sex-Typing during the Second World War: Girls, Boys, and War Games on the Homefront.

PUB DATE- 91

NOTE- 51p.; Paper presented at a Conference on the American Homefront during World War II (Bloomington, IN, October 19, 1991).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

these districts were surveyed concerning their perceptions of the implementation of the curriculum of inclusion within their districts. The primary policy implication of the study of administrator perceptions concerned the meaning of the word disadvantaged. The curriculum of inclusion as outlined in 1990 presented the issue of diversity as a racial and urban concern. The administrators surveyed in this study felt strongly that being disadvantaged for reasons of poverty should be part of the diversity discussion of all children. (Contains 21 references.) (DB)

ED 358 019

SO 023 123

Masters, Billie Nave

Reflection and Knowledge: An Alternative View of Learning.

PUB DATE- 92

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cognitive Style; Educational Change; *Educational Philosophy; Elementary Secondary Education; Equal Education; *Learning Processes; *Public Education

This paper contends that the public education system in the United States has generally failed non-mainstream students because it is founded upon limited educational assumptions. The public education system relies upon linear/unit-dependent knowledge acquisition skills and rejects all data that cannot be recorded or verified as numeric quantities. Non-linear reflective perceptual skills, such as those rooted in traditional cultures and values, are not accepted as legitimate means of knowledge acquisition because the existing assumptions underlying the education system are race/culture/gender specific. The education system must be reformed to accept the different learning styles that result from gender, cultural, class, and racial differences. (DB)

ED 358 020

SO 023 124

Sidorowicz, Laura S.

Attitudes toward Marriage, Family and Divorce, AIDS Knowledge, Gender-Role Identity and Self-Disclosure: A Cross-Cultural, Social Psychological Comparison of Responses by Thai and American College Students.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; *College Students; Comparative Analysis; *Cross Cultural Studies; Divorce; Family Life; Foreign Countries; Foreign Culture; Higher Education; Marriage; Psychological Studies; Sex Role; Social Influences; *Social Psychology; Social Science Research; *Student Attitudes

IDENTIFIERS- *Thailand

Four separate psychological studies were conducted to investigate attitudes toward marriage, family and divorce, AIDS knowledge, gender-role identity, and self-disclosure. The emphasis of the four studies was based on a cross-cultural, social psychological perspective. Questionnaires were administered to females students in an advanced psychology course at

IDENTIFIERS- Age Appropriateness; South Dakota

This sample curriculum guide has been developed to assist districts in planning and implementing an Acquired Immune Deficiency Syndrome (AIDS) education program. Classes are to be conducted within the context of comprehensive health education. This document, which provides K-6 guidelines, is organized into 8 sections: (1) purpose, planning, and implementation of an AIDS education program, and basic premises underlying AIDS education; (2) steps in the development and implementation of an AIDS education plan; (3) evaluation criteria; (4) South Dakota administrative rule on AIDS education; (5) South Dakota statute on moral instruction; (6) guidelines for effective school health education to prevent the spread of AIDS; (7) basic facts about Human Immunodeficiency Virus (HIV), including statistical tables; and (8) age appropriate sample curricula for K-6 students providing goals, expected outcomes, possible activities and worksheets. Also included is a copy of the Morbidity and Mortality Weekly Report, published by the Centers for Disease Control, entitled "Guidelines for Effective School Health Education to Prevent the Spread of AIDS." (LL)

ED 358 040

SP 034 330

AIDS Prevention through Education: Sample Curriculum. Secondary.
PUB DATE- Nov 88

NOTE- 265p.; For the sample elementary curriculum, see SP 034 329. Portions contain small print.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Class Activities; Health Activities; *Health Education; Health Promotion; Learning Activities; *Prevention; Program Development; Program Implementation; Secondary Education; *Secondary School Curriculum; State Curriculum Guides; Worksheets

IDENTIFIERS- Age Appropriateness; South Dakota

This sample curriculum guide has been developed to assist districts in planning and implementing an Acquired Immune Deficiency Syndrome (AIDS) education program. Classes are to be conducted within the context of comprehensive health education. This document, which provides grades 7-12 guidelines, is organized into 8 sections: (1) purpose, planning, and implementation of an AIDS education program, and basic premises underlying AIDS education; (2) steps in the development and implementation of an AIDS education plan; (3) evaluation criteria; (4) South Dakota administrative rule on AIDS education; (5) South Dakota statute on moral instruction; (6) guidelines for effective school health education to prevent the spread of AIDS; (7) basic facts about Human Immunodeficiency Virus (HIV) including statistical tables; and (8) age appropriate sample curricula for grade 7, grade 8, and grades 9-12, which provides goals, expected outcomes, possible activities, and worksheets. Also included is a copy of the Morbidity and Mortality Weekly Report, published by the Centers for Disease Control, entitled "Guidelines for Effective School Health Education to Prevent the Spread of AIDS." (LL)

ED 358 041

SP 034 333

Nelson, Doug, Ed.; Smith, S. Harold, Ed.

PUB DATE- Jan 93

NOTE- 53p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993). For a related document, see SP 034 502.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Affective Objectives; *Behavioral Objectives; Cognitive Objectives; *Curriculum Development; Grade 6; Grade 7; Grade 8; Guidelines; Junior High Schools; Learning Activities; Middle Schools; *Physical Education; Physical Fitness; Psychomotor Objectives; Reference Materials; Student Development; *Student Educational Objectives; Task Analysis

IDENTIFIERS- Outcome Based Education

The intention of this paper is to provide reference material to states, school districts, and local schools who seek assistance in curriculum development and maintenance of quality programs in physical education. The guidelines are based on the 5-point definition of the physically educated person that was developed by the National Association for Sports and Physical Education. The document presents component elements and purposes of the program guidelines; defines a physically educated person; identifies 10 outcomes of a physical education program for grades 6-8; discusses principles and teacher objectives for designing appropriate instructional activities; and provides lists of projected outcomes, objectives, and sample activities for sixth-, seventh-, and eighth-grade students. Three appendices provide a grade level activity matrix; a description of characteristics and needs of middle school children-- implications for physical education programs; and principles for designing appropriate practice activities for the acquisition of specific motor skills including an example of a task analysis, which is useful in identifying the essential characteristics and degree of performance complexity in its skilled form. (Contains 35 references.) (LL)

ED 358 060

SP 034 513

Shanoski, Lorraine A.; Hranitz, John R.

Learning from America's Best Teachers: What Research Tells Us.

PUB DATE- Aug 91

NOTE- 8p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Minot, ND, August 4-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Educational Trends; Elementary School Teachers; Elementary Secondary Education; National Surveys; Research Utilization; Secondary School Teachers; *Teacher Attitudes; Teacher Background; *Teacher Behavior; *Teacher Characteristics; Teacher Education; *Teacher Effectiveness; Teaching (Occupation)

IDENTIFIERS- *Teacher of the Year

This study develops a portrait of 1991 Teachers of the Year from across the country. A questionnaire sent to 50 outstanding teachers was completed by 35 teachers who provided information on the following: (1) important teacher characteristics; (2) educational background and experience; (3) important teacher tasks; (4) evaluation of their teacher education programs; and (5) reactions to current educational issues and trends.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 93

NOTE- 116p.; For an earlier edition, see ED 342 759.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; Class Activities; Classroom Environment; Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; English (Second Language); *Ethnic Groups; Instructional Materials; *Intercultural Communication; Lesson Plans; Limited English Speaking; *Minority Groups; *Multicultural Education; Resource Materials; *Teaching Methods

This publication presents information on and examples of how teachers and students can better communicate and learn in today's culturally diverse classrooms. The document begins with a quiz designed to help one examine one's beliefs about culture and foundations for those beliefs. The remainder of the document is divided into four sections. Section 1 provides an overview of cultural diversity and its impact on the nation's schools and addresses the critical role teachers play in facilitating effective learning in culturally diverse classrooms. Suggestions are offered for becoming more sensitive to culturally diverse student and community populations. Section 2 features programs and projects used successfully by teachers in addressing the needs of culturally diverse populations. Section 3 presents a compilation of structured strategies for developing cross-cultural awareness and sensitivity, and thematic activities and related resources. Section 4 provides selections of useful multicultural resources, many of which are annotated. Five appendices offer: (1) helpful hints for working with new limited English proficiency (LEP) students; (2) 74 instant ideas for classroom teachers with ESL students; (3) sample Culturgram (Mexico); (4) chronological reference of key historical events related to U.S. ethnic groups; and (5) myths and facts about the "Discovery" of America and Native Americans. (Contains 75 references.) (LL)

ED 358 079

SP 034 561

Certification Manual: Standards and Procedures for the

Certification of North Carolina Professional School Personnel.

PUB DATE- Feb 93

NOTE- 150p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Certificates; Elementary Secondary Education; Guidelines; Higher Education; Intellectual Disciplines; Licensing Examinations (Professions); Salaries; School Personnel; State Legislation; *State Standards; *Teacher Certification; Teacher Educators; Vocational Education

IDENTIFIERS- *North Carolina; Provisional Certification

This Certification Manual explains the many policies and procedures that guide the process of certification in North Carolina. The certification process requires educators in North Carolina to meet established standards of professional competence. The publication is organized into 14 sections: (1) an Introduction; (2) General Information; (3) The Certificate; (4) Obtaining Certification; (5) Testing Requirements; (6)

DESCRIPTORS- Access to Education; Advisory Committees; Bilingualism; *Community Action; Educational Environment; Elementary Secondary Education; *English (Second Language); Federal Legislation; Financial Support; Identification; Language of Instruction; *Legal Responsibility; *Limited English Speaking; Minority Groups; Program Development; School Districts; *Student Rights

Designed for parents, educators, lawyers, and others, this booklet focuses on limited-English-proficient (LEP) students' legal rights to an appropriate education. Contents are as follows: overview of state and federal legal requirements of education programs for LEP students; initial identification of LEP students; requirements for English language development instruction; requirements for the program of academic instruction for LEP students; overview of staffing requirements for LEP education programs; redesignation: LEP readiness for an all-English education program; funding for education programs for LEP students; school and district bilingual advisory committees; and special programs: GATE, special education, and Chapter I. Appended are a language rights checklist, sources of where to turn for help, selected references, and a list of legal authorities. Contains 8 references. (LB)

phonological rhythm quite early in interactive situations. There is a strict initial isochrony followed progressively towards 13 months by a final lengthening that, from 16 months on, is the same as in adult speech. This kind of rhythm is not found in solitary play. A review of literature on English babbling indicates that things are not so clear in the acquisition of phonological rhythm in this language, as its main characteristic, which is stress, seems to be acquired quite late. (Contains 79 references.) (Author)

ED 357 650

FL 021 306

Coles, Felice Anne

/S/ Variation as Accommodation.

PUB DATE- 93

NOTE- 14p.; For the serial issue in which this paper appears, see

FL 021 304.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Journal Articles (080)

DESCRIPTORS- *Dialects; Foreign Countries; Interviews; Language
Fluency; *Language Variation; Linguistic Theory;

*Pronunciation; *Social Integration; *Spanish; Verbs

IDENTIFIERS- Aspiration (speech); Deletion (Linguistic);

*Louisiana

The few remaining fluent speakers of the isleno dialect of Spanish vary their casual pronunciation of /s/ in a manner consistent with, but not identical to, other Caribbean Spanish dialects. The behavior of /s/ in the speech of nonfluent islenos parallels that of fluent speakers, differing only in the higher degree of aspiration and deletion. This variation by isleno semispeakers can be regarded as a type of speech accommodation called 'upward convergence' expressing social integration and identification. Fluent speakers are accorded prestige for preserving the culture's oral traditions, and semispeakers are motivated towards integration and solidarity by varying their pronunciation of /s/ to resemble the perceived behavior of /s/ in the speech of fluent speakers who are identified as prestigious. (Contains 23 references.) (Author)

Postsecondary Education; Standards; Surveys

IDENTIFIERS- Webster University MO

A survey was conducted of all Webster University (Missouri) Extended Campus site directors (N=37) addressing the duties they associated with support staff positions at their sites. The directors were asked to assign relative importance in the duty rankings they listed and to show the job titles used for the positions at their sites. The 16 complete responses received were collected and grouped by rank, similar duties, and titles. From this data, a model was developed using the most common and logical titles identified in the survey. More complete and descriptive duty statements were written and matched to the titles with the assigned rankings to determine hierarchy. Finally, performance measurement standards were written for each duty. The resulting model is meant to serve as a guide for directors who wish to develop more comprehensive job descriptions for their support positions and who want to evaluate the performance of their employees on a job relatedness basis. Appendices include an outline of a workshop on site support staff position descriptions. (Author/GLR)

ED 357 674

HE 026 420

Barker, Mildred

College, Knowledge, & Jobs, 1991.

PUB DATE- 91

NOTE- 535p.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *College Graduates; Comparative Analysis; Degrees (Academic); Employment Interviews; *Employment Opportunities; *Employment Potential; *Employment Qualifications; Guides; Higher Education; Job Analysis; *Job Skills; *Majors (Students); Minimum Competencies; Personnel Selection

This guidebook identifies marketable skills employers look for in job candidates and lists 22 majors and specific vocations related to each major. There is also a section on jobs that require a general education, which applies to students in any major. Following each brief description of a major or educational program, there is a list of marketable skills the student may gain through that program of study. The section on marketable skills describes selling points for employers based on skills that the student acquires by majoring in a specific field or earning a degree in Liberal Arts. Also provided are charts of traditional and nontraditional jobs that show the student what education and experience is needed to get a particular job as well as who is doing the hiring. Lists of other sources (articles, books, directories, and guides), with capsule descriptions, appear after each major and in the 31-item bibliography at the guidebook's conclusion. Directories and other helpful sources are also listed, including information for special groups, such as the disabled, and minorities. (GLR)

IDENTIFIERS- *Data Entry; *Federal Contractors

An evaluative study was done by the Advisory Committee on Student Financial Assistance of the structure and costs of multiple data entry (MDE) processing for work on applications for higher education financial aid through federal programs. The Committee reviewed reports, met with Department of Education staff, completed a position paper, and received oral testimony and written materials from the student aid community. The Committee formulated recommendations with regard to assessment of the expansion of the number and type of MDEs and the impact on students and families; examination of the standardization of processing fees paid by the Department of Education to MDE contractors; and evaluation of the payment of system development costs associated with delivering MDE services. The findings of the study indicated that the legislature should transform the current Pell MDE contracts into Title IV contracts that would implement a free, common form for federal student assistance; expand the number of MDEs to a level that optimizes services to students and institutions; determine the level and range of processing fees paid to contractors through a revised procurement process; and provide for determination of appropriate, allowable system development costs through normal, competitive processes. Attached are an MDE position paper and a report on an MDE hearing. (JB)

PUB TYPE- Books (010), Historical Materials (060)

DESCRIPTORS- *College Role; Economic Change; *Educational History; Higher Education; Private Colleges; *Sociocultural Patterns; United States History

IDENTIFIERS- Bucknell University PA; Franklin and Marshall College PA; Princeton University NJ; Swarthmore College PA

This historical study looks at the social role of the American college for the period between the Civil War and World War I. The book argues that colleges of the period were at the intersection of powerful social forces and emerged as one of the winners in the resulting changes. Colleges began the period as agents of ethno-religious subcultures and local boosterism. The rapid growth of industrial wealth and the white-collar professional and business class, however, produced students and donors with different world views. The resulting conflicts challenged the traditions of many colleges while fueling their ambitions. By World War I most materially successful colleges catered to the urban Protestant upper and upper-middle classes, drawing on these groups' new wealth to build their institutions. The book examines four representative private colleges attended by the dominant social groups of late 19th century America: Bucknell University, Franklin and Marshall College, Princeton University, and Swarthmore College. The study of these four colleges illuminates an important educational institution but also sheds light on cultural identity and class formation in late 19th and early 20th century America. Includes an index and bibliography of over 400 items. (JB)

Pina, Anthony A.
Design, Development and Implementation of a Middle School
Computer Applications Curriculum.

PUB DATE- Nov 92

NOTE- 11p.; Paper presented at the Annual Conference of the
Arizona Educational Research Organization (Phoenix, AZ,
November 5-6, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy;
*Computer Science Education; *Curriculum Development;
Educational Objectives; Grade 8; Instructional Design;
Instructional Development; Junior High Schools; Junior High
School Students; *Middle Schools; Pilot Projects; Private
Schools; Program Evaluation; Program Implementation; Word
Processing

IDENTIFIERS- Middle School Students

This report documents the design, development, and implementation
of computer applications curricula in a pilot program
augmenting the regular curriculum for eighth graders at a
private middle school. In assessing the needs of the school, a
shift in focus was made from computer programming to computer
application. The basic objectives of the course included
identifying basic components of the computer system, learning
basic computer terminology, and performing basic computer, word
processing and graphics functions. A brief history of computers
and a description of ethical issues of computer usage were
added at the request of the school administration. A hands-on
approach was chosen for most of the instruction, using
critierion referenced assessment of learner competencies.
Results of the evaluation of the program revealed five
strengths and three weaknesses and concluded that: (1) computer
literacy at an early age gives learners access to a very
powerful tool; (2) a course to upgrade keyboarding skills would
be a valuable prerequisite to computer instruction; (3) the
teaching of computers as a separate, non-integrated subject
does not tap the potential of integrating computers into other
curricular areas; and (4) teachers and teacher educators must
be better educated in the use of computers to assist in
instructional and administrative functions. (Contains 8
references.) (ALF)

Needs (Information)

IDENTIFIERS- *Book Dealers; Book Fairs; Book Sales; *Trade Shows

In recent years, library associations and other library and information bodies have often provided trade exhibitions at their annual conferences or study weekends. Such an exhibition can only be a success if considerable attention is paid to detail. This British handbook is a guide to organizing a trade exhibition. A vital first point is the choice of venue. A checklist is provided for reviewing potential exhibition sites. Using the facilities carefully once chosen is another area to be considered. Details are given for the usual booking process to insure the best selection of potential exhibitors. A list of general points to consider covers other details that an organizer should not overlook. A sample exhibition booking form is included. (SLD)

ED 357 751

IR 054 559

Losee, Robert M., Jr.

A Model of Document Structure and an Application: Generating Hypertext from Linear Text.

PUB DATE- 2 Mar 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Algorithms; Communication (Thought Transfer);

Computer Assisted Instruction; Discourse Analysis; Feedback;

*Hypermedia; Imagery; *Mathematical Models; Multimedia

Instruction; Music; Tables (Data); User Needs (Information);

*Writing (Composition)

IDENTIFIERS- Document Analysis; *Document Structure; *Multimedia Materials; Passage Organization; Textual Analysis

A model of mono- or multimedia document structure is proposed consistent with the notion that there should be few changes in subject between one document passage and adjacent passages, where a passage may be a phrase, sentence, or paragraph. An algorithm for ordering passages in a composition is provided which is optimal given only a concern for the information theoretic similarity of adjacent passages. This procedure is easily coded and works well, given a set of independent subject-related features. This approach is applied to the transformation of linear text into hypertext. An expansion of the model has an economic component which allows for user feedback to modify the structure of the linear or hypertext documents. This model is media independent and may prove useful for analyzing and processing music, images, conversation, and social communication, as well as traditional text. Two figures and four tables illustrate the discussion. (Contains 22 references.) (Author/SLD)

Smith, Walter

Professional Development from a Learning Point of View.

PUB DATE- 91

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Activity Units; Carpentry; Cognitive Style;
Community Colleges; Course Content; *Curriculum Design;
*Curriculum Development; *Experiential Learning; Foreign
Countries; Holistic Approach; Learning Theories; Participative
Decision Making; Self Evaluation (Individuals); Two Year
Colleges; Units of Study; Vocational Education; Workshops

IDENTIFIERS- *Eastern Community College NF Clarendville Campus

An overview is provided of the curriculum design and implementation process developed and implemented at Eastern College of Applied Arts, Technology and Continuing Education in Newfoundland, Canada. Following introductory comments, the philosophical background to the model is outlined, underscoring its reliance upon the assumption that learning is natural, holistic, cumulative, and lifelong. After comparing traditional, outcomes-based, and experiential models of learning, the paper offers a rationale for the developmental and experiential approach adopted by Eastern College. Six practical applications of the experiential learning model are identified: an articulated curriculum, clear expectations, multi-dimensional learning experiences, integrated learning methodologies, quality-based learning assessment, and learning support. Next, the curriculum planning process is outlined, focusing on the development of course catalogs that provide a developmental framework for each unit, and of learning guides that present students with concise, clear, straightforward directions for completing each learning experience. After explaining the use of resource files, student self-evaluation systems, and formal problem-solving procedures to maintain daily control, the paper describes the components of the learning support system briefly. The implementation strategy, which involves regional and departmental committees, learning management workshops, curriculum planning, and daily control, is reviewed next. Concluding comments stress the orientation toward success incorporated in the experiential learning model. A 32-item bibliography and samples of instructional/curriculum materials from a carpentry program are appended. (PAA)

(1) "Reform for the California Community Colleges," by Aileen Murdock; (2) "Community Colleges in Arizona: The Challenges and the Responses," by Virginia V. Stahl and Robert T. Stout; (3) "Utah's Community Colleges: A Time of Change," by Michael Murphy; and (4) "Nevada's Community Colleges: Portraits of Growth and Change," by Myrna Matranga. (MAB)

ED 357 789

JC 930 271

Multi-Media Instruction: Vocational Education Research Package.
SPONS. AGENCY- California Community Colleges, Sacramento. Office
of the Chancellor.

PUB DATE- 93

NOTE- 19p.; Project supported by funds from the Carl D. Perkins
Vocational Education and Applied Technology Act (Title II, Part
A). Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Audiovisual Instruction; Case Studies; Community
Colleges; Computer Uses in Education; *Educational Resources;
*Educational Technology; Instructional Innovation; *Multimedia
Instruction; Program Descriptions; *Special Needs Students; Two
Year Colleges; *Vocational Education

IDENTIFIERS- *California Community Colleges

Designed to assist community college administrators and faculty
in enhancing vocational education programs and services, this
resource package on multi-media instruction contains
information on successful program strategies and ideas
currently in use in vocational education programs in the
California Community Colleges (CCC). Following a brief
background narrative identifying the various types of multi-
media instruction, this report presents individual case studies
outlining the following multimedia efforts at CCC institutions:
(1) the Multi-media Development Center at the College of San
Mateo; (2) the Faculty Computer Network and communication
development efforts at Pasadena City College; (3) a big screen
projection system for computer instruction at El Camino
College; (4) in-house software development at San Jose City
College; (5) Instructional Media Services coordinating
department at Los Angeles Trade-Technical College; (6) the
Center for Computer Assisted Instruction and Vocational
Education at Los Angeles Valley College; and (7) the High Tech
Center for the Disabled, a cooperative project currently in
place at nearly 90 CCC's which provides training in software
applications for individuals with acquired brain injury or
learning disabilities. The report includes a list of six key
elements for effective multi-media instruction in vocational
education, a brief list of resources with ordering information,
and a list of contact people at the case study institutions.
(PAA)

Private Financial Support; *Productivity; Student Personnel Services; Teacher Student Ratio; Two Year Colleges IDENTIFIERS- *Pasadena City College CA

Focusing on the 5-year period from 1987 through 1991, this report provides data on Pasadena City College (PCC) in California, reviewing efforts and achievements in improving institutional productivity. Following a brief opening section discussing productivity trends and issues in the American workforce and in higher education, discussions are provided of overall college productivity, faculty effectiveness, student services, facilities improvement, energy conservation, community outreach, development of independent revenue resources, and outcomes of increased productivity. The following gains are highlighted: (1) student credit enrollment reached 24,033 in 1991-92, an increase of 18% since 1987-88; (2) in 1991-92, 75% of all classes were taught by full-time faculty, compared to only 68% in fall 1987; (3) in 1987, 308 faculty averaged 500 weekly classroom hours with students, while in 1991, 336 faculty averaged 531 weekly classroom hours; (4) in 1987-88, \$2,081,817 in financial aid was distributed among 1,768 students, and in 1991-92, \$5,425,316 was disbursed to 4,132 students; (5) during the 5-year period under study, library visits increased from 623,000 to 800,025 per year; (6) new facilities construction planned by the year 2000 includes a five-level parking structure, a Community Skills Center, a Child Development Center, a physical education facility, and a new library (to be completed in 1993); (7) the installation of a new classroom lighting system led to a rebate of \$15,304 from the local utility company; (8) pledge-drive dollars to the campus-run public radio station increased from \$25,000 to \$352,000 between fall 1987 and spring 1991; (9) in 1991-92, the Community Education division generated a surplus in its revenues of \$42,000; (9) annual income generated by the PCC Foundation increased from \$430,000 in 1986 to \$1.2 million in 1992; and (10) PCC has successfully balanced its budget every year for the past 5 years, and has maintained an operating surplus. (PAA)

grade students, with the objective of preventing subsequent substance abuse. This document contains a teacher's guide for using GUS in second and third grade classrooms (GUS 2-3) and duplication masters of materials that can be sent home with children to promote family involvement in GUS. Part I of the five-part teacher's guide provides background information about the program, GUS's comprehensive prevention approach, major components of the GUS 2-3 program, and the creation and use of Gus and Gussie dolls and puppets. Part II includes information on using GUS, the GUS Observable Behavior Checklist Level II, and the family involvement information and activity handouts. Part III offers suggestions on classroom management, ways to teach problem solving, positive reinforcement, cooperative learning, and children's art; and lists 50 children's books and 14 print and organizational resources for the teacher. Part IV provides instructional units on personal safety, drugs, socially acceptable behavior, and other activities designed to help children develop socially, creatively, emotionally, and verbally. Part V presents reinforcement activities for children with special needs, covering sensory learning, hygiene, nutrition, feelings, and other topics. The materials designed for children to take home include information sheets for parents on GUS and such topics as primary prevention, drug facts, and physical health; sheets that offer suggestions on encouraging children's reading, setting a good example, and helping children make responsible choices; and sheets to help children express themselves in drawings and writing. Sample awards for children, the GUS Observable Behavior Checklist, and GUS promotional materials are attached. (AC)

problem solving and preschool competence; and mothers and children were videotaped during interactions at home. Results indicated that mothers with complex epistemological perspectives endorsed more cognitively demanding, nonauthoritarian, and nondirective parenting strategies than mothers with simple epistemological perspectives. The group meetings proved especially useful for women who entered the program with simple epistemological perspectives. (AC)

ED 357 841

PS 021 298

Governor's Commission for Children and Families First Annual Report.

PUB DATE- 92

NOTE- 47p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; *Child Health; Child Welfare; Financial Support; *Immunization Programs; *Social Services;

*State Government; State Legislation; *Young Children

IDENTIFIERS- *Family Support; Integrated Services; *Pennsylvania

Covering the period from July 1, 1991, through June 30, 1992, this report describes the goals and activities of the Governor's Commission for Children and Families, a commission formed to improve children and family services in Pennsylvania. The report begins with a brief description of the demographics and conditions of children in Pennsylvania and the funding that supports services for children, and continues with a description of the commission's structure and operation. Guiding principles and recommendations adopted by the commission, as well as a summary of actions taken and adopted during the commission's first year, are outlined. Highlights of the year, including improvement of services to young children and activities related to the commission's recommendations, are presented. The report concludes with a brief outline of the commission's future goals. Appendices include the executive order that established the commission; a list of commission members with addresses; a list of state agency and other representatives; a list of the commission's committee membership; an inventory of programs and services available to children in Pennsylvania; the Immunization Task Force report; and the Pennsylvania Childhood Immunization Insurance Act. (MM)

questionnaire that measured their attitudes toward schoolwork and perception of parental behaviors supporting schoolwork. Analysis showed that school attainment value was the most useful variable for predicting students' attitudes toward schoolwork and their perception of parental behaviors supporting schoolwork. Parents' valuing of and concern for schoolwork and parents' positive feelings about good school performance correlated positively with their adolescent children's attitudes toward schoolwork. (MM)

ED 357 860

PS 021 383

Hatch, J. Amos

Ethical Conflicts in a Study of Peer Stigmatization in Kindergarten.

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Observation Techniques; *Classroom Research; *Ethics; Kindergarten; Kindergarten Children; *Naturalistic Observation; Participatory Research; Primary Education; *Researchers; Research Methodology; *Research Problems; Social Behavior

IDENTIFIERS- Researcher Role; *Researcher Subject Relationship; *Research Ethics; Victimization

Using a personal anecdotal style, this paper describes ethical conflicts that occurred during a study conducted in a kindergarten classroom in which the researcher was a passive observer. The paper is framed around an incident observed by the researcher in which a kindergarten student was stigmatized as an outsider and mistreated by his peer group. The discussion of the researcher's role as a passive observer in a classroom stresses the need to capture the natural social setting of the classroom. The paper explores the ethical paradox of passive observation research. By avoiding intervention on behalf of a victim, a researcher can maintain objectivity and provide descriptions and analyses that have the potential to ultimately help victims; or a researcher can assist a victim in a sample of subjects being studied, but will thereby alter descriptions and analyses. (MM)

Popper, Sally D.; And Others
Social and Object Mastery Play in 12-Month Olds with Depressed
and Non-Depressed Mothers: Developmental Changes and Correlates.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda,
Md.

PUB DATE- Mar 93

NOTE- 19p.; Paper presented at the Biennial Meeting of the
Society for Research in Child Development (60th, New Orleans,
LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150), Reports - Research/Technical (143)

DESCRIPTORS- *Attachment Behavior; Child Development; Comparative
Analysis; Depression (Psychology); *Infant Behavior; *Infants;
Mother Attitudes; Mothers; *Parent Child Relationship; Security
(Psychology); *Sex Differences; *Social Behavior

IDENTIFIERS- *Mastery Motivation

As part of a longitudinal study of postpartum adjustment and
infant development, this study examined whether securely
attached 12-month-old infants show greater object mastery
motivation and social-object mastery motivation than do
insecurely attached infants. Object mastery relates to infants'
goal-directed behavior that is oriented toward objects; social-
object mastery relates to infants' efforts to involve other
people in attempts to meet their goals in object play. The
study also investigated whether certain environmental
influences, such as maternal depression and maternal work
outside the home, affect mastery motivation or attachment.
Subjects were 95 middle class mothers with healthy first-born
infants. Forty-seven mothers met criteria for major or minor
depression. Within a month of the infant's 12-month birthday,
subjects participated in the Strange Situation procedure and a
mastery motivation experiment. All interactions were videotaped
and coded for attachment and mastery behavior. Analysis
revealed that social-object mastery was related to attachment
security and infant gender. Securely attached girls exhibited
higher social-object mastery scores than insecurely attached
girls and securely and insecurely attached boys. No
relationships between object mastery and maternal depression,
maternal work outside the home, or infant gender were found.
(Contains 27 references.) (MM)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reference Materials -
Directories/Catalogs (132),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- Adult Education; *Agency Cooperation; *Cooperative
Programs; Early Childhood Education; *Educational Cooperation;
Elementary Secondary Education; *Institutional Cooperation;
Outreach Programs; Postsecondary Education; Program
Descriptions; Rural Areas; *Rural Schools; School Districts;
*Shared Resources and Services; State Surveys

IDENTIFIERS- *New York

This handbook provides information about interagency
collaboration and educational partnerships in rural New York to
service providers, planners, and policymakers. A survey
identified 52 existing collaborative programs involving
approximately 190 New York school districts and 100 nondistrict
agencies and examined size and configuration of collaborations,
objectives, services provided, funding sources, evaluation
methods, and problems. A literature review discusses costs and
benefits of collaboration. A "how-to" section summarizes legal
and institutional considerations, resources in New York State,
barriers to collaboration, variables that shape partnerships,
and tips for starting and sustaining collaborative ventures.
The 52 identified collaborations are listed alphabetically and
according to the following categories: (1) disabilities and
special education; (2) health and nutrition; (3) youth at risk;
(4) substance abuse; (5) adolescent pregnancy; (6) early
intervention; (7) vocational education; and (8) other. Program
descriptions include the program title, counties involved,
start-up year, partners, target audience, program needs, goals,
outcomes, activities, resources, collaboration benefits,
organizational barriers, contact persons, and descriptors
(which are indexed). Appendices include a map, survey
correspondence, questionnaires, and a list of 33 resources.
(TES)

presented on the following topics: (1) measures of rural illiteracy; (2) who provides rural literacy programs; (3) current practices; (4) characteristics of rural clients; (5) instructional methods and materials; (6) family literacy programs; (7) the character of the rural environment; (8) how literacy programs network with volunteers and social services agencies; and (9) examples of innovative rural literacy programs. A final chapter presents recommendations directed at local program directors, state departments or coalitions, and the national leadership. This report concludes that: (1) if literacy is defined to be high school completion, rural rates of illiteracy exceed urban ones nearly universally; (2) most literacy programs are underfunded, understaffed, isolated, and ill-equipped to deal with the range of learning problems and needs of their clients; (3) because social problems are defined from an urban context, rural areas find current efforts to expand literacy services of limited value; and (4) the largest single need in rural literacy programs is access to information and training. Appendices include survey and interview protocols, list of rural literacy programs interviewed, rural illiteracy rates by states and age groups, results of the Young Adult Literacy Assessment, and a description of rural literacy providers. (LP)

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Interpersonal Competence; *Leadership Styles; Leadership Training; *Outdoor Education; *Personality Traits; *Sex Differences; Sex Role; Teacher Student Relationship

IDENTIFIERS- *Gender- Schema Theory; *Outdoor Leadership; Outward Bound

A field study of 29 mountain-course instructors at the Colorado Outward Bound School (COBS) explored the relationships of gender-related personality traits and soft skills to outdoor leadership styles and course outcomes. Soft skills are competencies necessary for effective interpersonal helping skills, as opposed to hard skills, which are technical competencies. The instructors were pretested on the Outward Bound Impact Study Inventory, the Bem Personality Inventory, the Leadership Behavior Questionnaire (Form XXII), and the Soft Skills Background Questionnaire. Students attending the COBS 23-day mountain courses rated instructor leadership style and their own course experiences and outcomes. Five supervisors also rated the instructors' leadership styles and course outcomes. Results indicate that gender schema personality traits and previous soft-skills training of instructors were positively associated with students' course outcomes. However, instructor leadership style was not significantly associated with course outcomes. Gender had some effect on leadership style. Outward Bound schools and experiential education programs should actively pursue the development of a soft-skills training curriculum for instructors. (KS)

respectively. This paper considered 10 technical issues that arose in these 2 studies of science education and achievement. The issues discussed were the: (1) need for the development of a theoretical framework for cross-national studies of educational achievement; (2) need for national indicators of the conditions and outcomes of education; (3) difficulty of determining equivalent target populations in different countries; (4) difficulties related to longitudinal and cross-sectional studies; (5) methods of analysis; (6) units and levels of analysis; (7) problems in scoring the tests and scaling the achievement test data; (8) sample design and execution; (9) problems involving sampling errors and significance testing; and (10) translation and national variations in instruments. Appended information includes a list of 15 references; tables of sizes of achieved samples and response rates for the two studies; and schematic models of the context and components of the science curriculum, performance in science, and science achievement scale. (MDH)

ED 357 956

SE 053 159

Kirk, David

Science as Myth in Physical Education.

PUB DATE- Apr 92

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biomechanics; *Body Image; Folk Culture; Foreign Countries; Higher Education; High Schools; Human Body; *Integrated Curriculum; *Interdisciplinary Approach; *Movement Education; Mythology; *Physical Education; *Science Education
IDENTIFIERS- Australia; *Scientization

Scientization is a process that refers to the mythologies that are generated around the practices of working scientists. This paper discusses how science works on popular consciousness and how particular occupational groups use science to legitimize their discipline, specifically in physical education. Two examples are presented to illustrate this point. The first relates to trends in the Department of Human Movement Studies in the university system in Australia. The second relates to a lesson on Body Image observed as part of a secondary school physical education program. The lesson focused on the micro-structure of muscle rather than the concept of the social construction of the body-in-culture. Conclusions maintain that the myth of science in secondary and tertiary level physical education programs needs to be deconstructed. (MDH)

This book explains why so few efforts at reforming science education are successful, and why it is that the 300 studies on the subject published over the past decade have done little more than add to a growing body of literature. The book describes programs which are successful in terms of faculty accomplishments, students graduated and entering advanced study or professional workplace, and showing evidence of high morale among both faculty and undergraduates. Common elements in many of these programs are abandonment of an almost exclusive emphasis on problem solving and modification of the lecture format to permit teaching of underlying concepts. Other variations in traditional introductory physics and chemistry courses are aimed at persuading those simply fulfilling graduation requirements to major in science; at bringing minority students into the fold; or at combining physics or various sub-fields of chemistry in different ways to promote better understanding. Harvard's "chem-phys," is provided as an example of such a combination, but also as a case study of how innovation can be stymied by a lack of university-wide change. The author uses methods of ethnography in reporting what makes individual programs interesting, what their faculty are doing, and what program participants are thinking. (PR)

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Child Development; Childhood Attitudes; *Children;
Developmental Psychology; Females; Males; Sex Differences; *Sex
Role; Sex Stereotypes; *Social History; United States History;
War; *World War II

IDENTIFIERS- War Games (Children)

This paper explored the behavior of children of the U.S. homefront during World War II, and found that, in general, girls and boys adopted the sex-typed behavior that their parents, teachers, and peers believed was appropriate to their gender and age. Thus, girls played the roles of mother, teacher, and nurse, while boys played the roles of soldier and warrior. The recollections of men and women who were children during World War II as well as psychological research seeking to understand the forces that influenced the children's sex-typed behavior are explored. Particular attention is paid to the war games that children played. (DB)

ED 357 998

SO 022 866

Goodwin, E. Marvin

An Obituary to Affirmative Action and a Call for Self-Reliance.
PUB DATE- 92

NOTE- 14p.; Paper presented at the Annual Dr. Carter G. Woodson Commemorative Brunch of the Chicago Branch of the Association for the Study of African Life and History (Chicago, IL, February 8, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Affirmative Action; *Black Community; *Black Culture; *Black History; Black Influences; Black Leadership; Equal Opportunities (Jobs); Racial Integration; Social Change; *Social Problems

IDENTIFIERS- African Americans

This essay contends that the goals of the Civil Rights movement, desegregation and integration of schools and public facilities, were misplaced, and that what blacks needed then, and need today, was equalization of resources and facilities, and equal representation on boards of education. Continued efforts at reliance of those outside the black community, as embodied by affirmative action programs, have produced minimal results. A call is issued to blacks to look within themselves, individually and collectively, for solutions to the host of problems that continue to plague the majority of blacks in the United States. (DB)

Chulalongkorn University in Bangkok, Thailand and Nassau Community College, State University of New York. Overall, on the Attitudes Toward Marriage, Family and Divorce Survey, Thai students responded in a much more traditional manner than U.S. students. With regard to the AIDS knowledge survey, Thai students were less informed about the transmission and contraction of the disease than U.S. students. Results from the Bem Sex-Role Inventory did not support the hypotheses. Thai female students were not found to be feminine and the majority of U.S. female students were not found to be androgynous. In fact, both groups tended to be either masculine or androgynous. In the fourth study, U.S. students were found to self-disclose about more topics than Thai students. Copies of each of the four surveys, in both Thai and English, are included as appendices. (Contains 32 references.) (DB)

ED 358 021

SO 023 125

Okihiro, Gary Y.

Moving the Pivot: Asians and American History.

PUB DATE- 27 Dec 92

NOTE- 10p.; Paper presented at the Annual Conference of the American Historical Association (Washington, DC, December 27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ethnic Bias; Ethnic Groups; *Non Western Civilization; *United States History

IDENTIFIERS- *Asia; Eurocentrism; *World Views

A new parochialism is present in the United States. The view represents a foreclosure that anchors itself to Europe against a tide of non-European peoples. U.S. Eurocentrists proclaim union on the basis of race to counter the perceived threat of non-whites and to stifle dissenting voices from those who would contest the dominant order. An alternative parochialism celebrates a minority's exceptionalism, characterized by inventions of traditions, affirmations of fragile identities, and exclusion of others. Ethnic studies began as a broadly inclusive vision of U.S. history and culture. The approach sought to move the pivot by fracturing the universalism of the white male and repositioning gender, class, race, and sexuality from the periphery to the core. Asians in the United States can recenter the discourse. The internationalization of U.S. history is one element in the overall project of moving the pivot; gender, class, race, and sexuality also comprise axes upon which the national experience turn. This study of Asians in the United States recognizes that the contest is for a fundamental refiguring of the nation's social relations. (LBG)

Intermountain Leisure Symposium Proceedings (12th, Provo, Utah,
November 21, 1991).

PUB DATE- 91

NOTE- 147p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Administration; Adults; *Community Services;
Financial Support; Legal Problems; *Parks; Planning;
*Playgrounds; Play Therapy; *Recreation; *Recreational
Activities; Recreationists; Urban Programs

IDENTIFIERS- *Leisure Services; Russia; Survival Education;
Wilderness

This report includes papers submitted by 23 presenters at a conference on recreation and leisure programs, facilities, and management. Titles of the papers are as follows: (1) "Trends in Parks and Recreation Masterplan Development" (C. W. Kelsey); (2) "Play Therapy: Implications to Recreation" (G. Bader); (3) "Wilderness Therapy" (J. T. Banks and B. Olsen); (4) "Impact of Generational Differences on Developing and Delivering Services" (T. S. Catherall); (5) "The Quantity of Time: Recreation, the Quantity of Time, and the Quality of Life" (J. T. Dixon); (6) "Soviet City Parks" (D. L. Dustin); (7) "Play It Again-- Someone! They Haven't Got It Straight Yet: What's Recreation?" (M. Glancy); (8) "Dynamic Assessment: An Activity-Based Research Model for Peak Experience Research" (S. R. Gray and H. R. Gray); (9) "Art for the Elderly" (S. R. Gray); (10) "Project Playpark: Cooperative Playground Construction" (S. Gray); (11) "Extension of the Direct/Indirect Management Approach to Outdoor Recreation Management" (B. Hendricks); (12) "Scaring Up Money" (A. G. Humphreys); (13) "The Exposition Industry: New Opportunities for Parks and Recreation" (A. Jones); (14) "Change and the Future" (D. D. McLean and R. V. Russell); (15) "Managing User Conflicts: A Growing Challenge for Outdoor Recreation Managers" (D. C. Nelson); (16) "Financial Resource Adaptation Model (FRAM)" (G. Oles and T. Larson); (17) "The ECOEE Experience" (G. Oles); (18) "Graduate Placement! Fact or Fiction" (B. Olsen and T. Hansen); (19) "Leisure, Envy, Deviance: The Negative Sanction and Discord" (J. C. Peterson); (20) "Designing and Administering an Effective Performance Appraisal Instrument" (M. Phelan); (21) "Legal Rights and Obligations of Universities, Students and Employers" (C. T. Thorstenson); (22) "Assessing the Net Economic Impact of a Large-Scale Special Event" (D. M. Turco); and (23) "Starting Your Own Recreation Business" (M. V. Griend). A partial bibliography of survival literature and seven brief research abstracts are also included. (AMH)

Consistent with previous findings of Shanoski and Hranitz (1989, 1990), the data indicate that Teachers of the Year are high achievers who have pursued their education beyond the bachelor's degree. Important teacher characteristics include love of children, subject matter knowledge, excellent communication skills, flexibility, and a sense of humor. Important teacher tasks emphasize the role of teacher as counselor, skilled instructor, and diagnostician. Outstanding teachers support utilization of mentors, cooperative learning, more federal support for education, teacher empowerment, special educational programs for homeless children, multicultural education, whole language programs, preschools in the public schools, federal child care and maternity leave policies, fifth-year teacher training, and mainstreaming. Studies of outstanding teachers can be utilized as a source of data to help guide educational practice and as a resource for those who make educational decisions which impact on teacher education. (LL)

Initial Certification Program; (7) Certificate Renewal; (8) Subject Area Certification; (9) Vocational Education; (10) Special Service Personnel; (11) Out-of-Field Assignments (provisional certification); (12) Salary Determination; (13) IHE Methods Faculty (college and university faculty members who teach undergraduate or graduate methods courses or supervise field experiences for prospective classroom teachers in approved teacher education programs); and (14) Certificate Suspension and Revocation. Five appendices that make up half the document present: laws relating to certification; North Carolina's Administrative Code; North Carolina colleges and universities that offer approved education programs (public, private, and consortium-based); certification forms; and a glossary. (LL)

ED 358 080

SP 034 562

Guidelines & Competencies for Approved Teacher Education Programs.

PUB DATE- Mar 93

NOTE- 482p.

LANGUAGE- English

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Beginning Teacher Induction; *Competency Based Teacher Education; Elementary Secondary Education; Guidelines; Higher Education; Resource Staff; School Personnel; Specialists; *State Standards; *Teacher Certification; *Teacher Competencies; Teacher Education Curriculum; *Teacher Education Programs

IDENTIFIERS- North Carolina; *North Carolina Competency Tests; Preservice Teachers

The guidelines and competencies presented in this volume establish criteria for a comprehensive certification program for North Carolina public school teachers, beginning from the point of entry into a teacher preparation program and continuing through initial certification and the first years of full-time teaching. Program approval functions to assure that preparation programs provide opportunities for prospective educators to acquire and demonstrate both the academic and professional skills required for certification and effective practice. Within this context, information regarding certificate requirements, guidelines and competencies for teacher education programs, and areas of specialization is provided on the following: (1) General Studies; (2) Professional Studies; (3) Pre-School, Elementary, and Middle Grades Education; (4) Secondary Subjects (9-12); (5) Exceptional Children and Youth (K-12); (6) Special Subjects (K-12); (7) Vocational Education (6-12); and (8) Special Service Personnel (K-12). Appendices provide information on competencies and indicators for student teachers; competencies and indicators for cooperating teachers who supervise student teachers or interns; competencies and indicators for university supervisors of student teachers or interns; and certification codes and interpretations. (LL)

Winand, Lois L.; Morris, Vivian Gunn
Urban Curriculum Relevance through Teacher Development. Final Report.

PUB DATE- Jun 88

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Consumer Education; *Curriculum Development;
Curriculum Guides; *Early Parenthood; Field Tests; Higher
Education; *Home Economics Teachers; Homemaking Skills;
Inservice Teacher Education; *Pregnant Students; Secondary
Education; *Teacher Improvement; *Urban Education

IDENTIFIERS- Glassboro State College NJ; New Jersey; Teacher
Competencies

This paper describes a project conducted to strengthen consumer and homemaking education programs in economically depressed, urban areas of New Jersey by increasing the competence of home economics educators. The project focused on meeting the needs of school-age pregnant and parenting students. Objectives included identification of relevant home economics content and skills; development of a field-test edition of a curriculum guide; and presentation of workshops to build the competence of home economics educators. Objectives were achieved based on the products developed and self-evaluations completed by workshop participants. Home economics content and skills were identified and incorporated into modules in the curriculum guide along with appropriate reading, writing, and mathematics skills; 10 modules were developed for the field test edition of the curriculum guide. Appendixes that comprise half the report provide the following: names and addresses of project staff, consultants, advisory committee members, and workshop leaders; a survey of workshop participants; publicity, recruitment, and registration forms; a questionnaire for high school students and three sets of evaluation forms; and a field test response form. (Author/LL)

The American Teacher, 1993. Teachers Respond to President Clinton's Education Proposals. The Metropolitan Life Survey.

SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.

PUB DATE- 93

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Improvement; *Educational Policy;
Elementary School Teachers; Elementary Secondary Education;
Federal Government; *Government Role; Government School
Relationship; National Surveys; Parent School Relationship;
Participative Decision Making; Policy Formation; Politics of
Education; *Public Policy; *Public School Teachers; Secondary
School Teachers; *Teacher Attitudes; Teacher Influence; Teacher
Participation

IDENTIFIERS- *Clinton Administration; *Presidential Initiatives;
Reform Efforts

This survey, based on interviews with a national sample of 1,000 public school teachers, focuses on American teachers' reaction

Lockledge, Ann; Wright, Eleanor B.
Collaborative Teaching and the Mainstreamed Student.

PUB DATE- 91

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Research/Technical (143)

DESCRIPTORS- Classroom Observation Techniques; Classroom

Research; Intermediate Grades; Junior High Schools;

*Mainstreaming; Middle Schools; *Mild Disabilities;

Normalization (Handicapped); *Regular and Special Education

Relationship; Teacher Behavior; *Teacher Role; *Teacher Student

Relationship; *Team Teaching

IDENTIFIERS- *Collaborative Teaching

This study was designed to assess the roles played by middle school educators while participating in a collaborative teaching program which combined a regular educator, a special educator, and their respective students for one period of content instruction per day. During one semester, six teams of two teachers in three different middle schools were observed simultaneously in language arts, math, science, and social studies. Coding included both what the teacher did and with whom, as well as the content of what the teacher said, leading to an identification of three types of interactive teaching. The program was based on the notion that optimum learning conditions for meeting the needs of mildly handicapped students is that of team teaching. It was designed to facilitate the inclusion of those learning disabled, mentally handicapped, or behaviorally/emotionally handicapped students needing resource or consultative services into classes with their middle school peers. Students identified as mildly handicapped were assigned to one interdisciplinary team at each age appropriate grade level in the schools they normally would attend. A variety of meanings for the term "team teaching" as revealed by a review of the literature is explored and procedures that have been recommended as being as valid for handicapped students as they are for nonhandicapped individuals are discussed. (Contains 42 references.) (Author/LL)

ED 358 101

SP 034 596

Berliner, David C.; Casanova, Ursula
Putting Research to Work in Your School.

PUB DATE- 93

NOTE- 177p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Research/Technical (143)

DESCRIPTORS- Academic Aptitude; Classroom Techniques;

Colligality; Cooperative Learning; Cultural Awareness;

*Educational Practices; *Educational Research; *Educational

Strategies; Elementary Secondary Education; Learning

Motivation; Parent Participation; *Research Utilization;

Teacher Effectiveness; *Teacher Role; Test Use; *Theory

Practice Relationship

This volume examines and discusses educational research and its application. A collection of abridged and edited versions of original research reports is presented, intended to help teachers use research findings to inform their own practice.

Chang, Lei

Using Confirmatory Factor Analysis of Multitrait-Multimethod Data To Assess the Psychometrical Equivalence of 4-Point and 6-Point Likert-Type Scales.

PUB DATE- Apr 93

NOTE- 47p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; Comparative Testing; Education Majors;

*Graduate Students; Higher Education; *Likert Scales; Measurement Techniques; Models; *Multitrait Multimethod Techniques; *Psychometrics; *Test Construction; Test Format; Test Reliability; Test Validity; True Scores

IDENTIFIERS- *Confirmatory Factor Analysis; Rating Scale Analysis; *Test Equivalence

Equivalence in reliability and validity across 4-point and 6-point scales was assessed by fitting different measurement models through confirmatory factor analysis of a multitrait-multimethod covariance matrix. Responses to nine Likert-type items designed to measure perceived quantitative ability, self-perceived usefulness of quantitative methodology, and research values of quantitative methodology were obtained from 112 graduate education students at the University of Central Florida (Orlando). Systematic method variance due to numbers of scale points was identified. Separation of this systematic variance from true score variance resulted in greater reduction of reliability and validity for the 6-point scale than that for the 4-point scale. Overall, the 4-point scale was found to have better psychometric properties than the 6-point scale given the measurement conditions of the study. Factors that are speculated to intervene in the behavior of scale options are discussed to provide directions for further research. Nine tables present study findings. (Author/SLD)

ED 358 120

TM 019 893

Witt, Elizabeth A.

Meta-Analysis and the Effects of Coaching for Aptitude Tests.

PUB DATE- Apr 93

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aptitude Tests; *College Entrance Examinations; Comparative Analysis; Elementary Secondary Education; Higher Education; Intelligence Tests; Literature Reviews; Mathematical Models; *Meta Analysis; Pretests Posttests; Research Design; *Sampling; Scores; *Test Coaching; Testing Problems

IDENTIFIERS- *High Stakes Tests

Two previous meta-analyses of the test-coaching literature have yielded conclusions that differ with respect to aptitude test scores. This study attempts to resolve differences in the conclusions of these two analyses by J. A. Kulik, R. L. Bangert-Browns, and C. L. C. Kulik (1984) and K. Pearlman (1984) by

Reckase, Mark D.

Portfolio Assessment: A Theoretical Prediction of Measurement Properties.

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; *Estimation (Mathematics); Grade 12; High Schools; High School Students; Literature Reviews; *Portfolios (Background Materials); Predictive Measurement; Reliability; Scores; *Scoring; Statistical Distributions; Statistics; Student Evaluation; *Theories; Validity; *Writing Evaluation

IDENTIFIERS- Composite Scores; Large Scale Programs; *Model Development; *Performance Based Evaluation

In this non-experimental study, a model was developed for portfolio assessment based on definitions and applications in the assessment literature. This model describes portfolio components, scores to be computed, and uses to be made of the scores. The literature was then reviewed to find examples of actual applications that would provide realistic estimates of statistical characteristics of assessment results. Estimates of statistical characteristics were also obtained from performance assessments similar to portfolios. The model and estimates were then used to estimate characteristics of an operational large-scale portfolio assessment program. Estimates were obtained of reliability of results, score distribution characteristics, and the validity of the procedure for writing evaluations for 12th graders. The analysis suggests that a well-structured and carefully scored portfolio assessment has the potential to provide scores that meet standards of reliability required for use with individual students. By developing a score that is the sum of the scores on the various portfolio entries, useful discriminations can be made among students. A factor that has not been considered is the cost of obtaining the expected results, which would undoubtedly be high. One table presents analysis results, and one graph shows composite score reliabilities. (SLD)

ED 358 139

TM 019 926

Schafer, William D.; Mufson, Dolores

Assessment Literacy for School Counselors.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counselor Role; *Counselor Training; Curriculum Development; *Educational Assessment; Educational Research; Elementary Secondary Education; Guidelines; Job Analysis; Job Skills; *Literacy; Professional Training; *Program Evaluation; Public Schools; *School Districts; Standardized Tests; *Student Evaluation; Test Construction; Test Interpretation

Lichtman, Marilyn; Taylor, Satomi Izumi
Conducting and Reporting Case Studies.

PUB DATE- Apr 93

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Case Studies; Classroom Observation Techniques; Classroom Research; *Evaluation Methods; Foreign Countries; Heuristics; *Kindergarten; Longitudinal Studies; Preschool Education; *Qualitative Research; Research Design; Researchers; *Research Methodology; Research Reports

IDENTIFIERS- *Japan

Issues and elements of case study research are explored and illustrated with the example of a case study of a kindergarten in a suburb of Tokyo (Japan). Case study research is a type of qualitative research that concentrates on a single unit or entity, with boundaries established by the researcher. The case is an example drawn from a larger class, and its study involves in-depth and longitudinal examinations. Case study research is used when the questions are how and why, rather than what and how many. Case studies are used when particularistic, descriptive, heuristic, and inductive phenomena are considered. Issues in planning a case study and selecting a case are reviewed. A case study conducted by the authors at Kawasaki Kindergarten in Tokyo, Japan, is discussed as an illustration of the method, with dialogue between the authors demonstrating their different views of the school they studied. (SLD)

ED 358 158

TM 019 957

Rule, David L.

A Simulation-Based Comparison of Several Stochastic Linear Regression Methods in the Presence of Outliers.

PUB DATE- Apr 93

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Covariance; *Bayesian Statistics; Comparative Analysis; *Computer Simulation; *Estimation (Mathematics); Goodness of Fit; Least Squares Statistics; *Mathematical Models; Matrices; *Regression (Statistics); Research Methodology; Sample Size; Scores

IDENTIFIERS- Bootstrap Methods; *Outliers; *Weighted Structural Regression

Several regression methods were examined within the framework of weighted structural regression (WSR), comparing their regression weight stability and score estimation accuracy in the presence of outlier contamination. The methods compared are: (1) ordinary least squares; (2) WSR ridge regression; (3) minimum risk regression; (4) minimum risk 2; (5) goodness of fit index (GFI); and (6) WSR reduced rank regression. Three population covariance matrices were used that were drawn from

Kyle, Regina M. J.

Transforming Our Schools: Lessons from the Jefferson County Public Schools/Gheens Professional Development Academy, 1983-1991.

PUB DATE- 93

NOTE- 54p.; Foreword by John T. Dunlop.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Learning; *Partnerships in Education; Program Descriptions; Public Schools; *School Community Relationship; School Districts; School Restructuring; School Role

IDENTIFIERS- *Jefferson County Public Schools KY; Professional Development Schools; Reform Efforts

A school/community partnership in Louisville, Kentucky, the Jefferson County Public Schools/Gheens Professional Development Academy, is described. This report provides a framework for assessing Jefferson County School System reforms in the past 8 years or more designed to enhance student success in learning. A Spiral of Assessment was used to evaluate student success and school role, in which four sets of indicators were combined in the following ways: (1) resource indicators reflect major inputs into the educational process; (2) "kaizen" indicators (continuing incremental improvement) reflect continuing growth; (3) milestone indicators reflect progress of students at various intermediate points; and (4) commencement indicators measure outcomes of a cohort of students on completion of their education. The Jefferson County experience is compared with other programs. Schools are transformed through the dynamic interaction among five essential resources that must be mobilized in communities seeking educational improvement: partnerships; leadership; systemic change; development activities, and time. They work as follows: (1) partnerships involve businesses, community organizations, labor organizations in schools, community, and parents; (2) leadership is requisite in the school system and does not reside in a single office or person; (3) systemic changes require various points of intervention; (4) professional development of teachers and administrators can catalyze innovations and continuing incremental improvements; and (5) changes require time. Systemic, long-term approaches can make a difference, where short-term marginal interventions fail. (RLC)

ED 358 177

UD 029 181

Building Strong Communities: Strategies for Urban Change.

Conference Proceedings (Cleveland, Ohio, May 13-15, 1992).

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.

PUB DATE- May 92

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Community change; *Community Development; Community Leaders; Community Problems; Community Role; Community Services; *Economically Disadvantaged; Elementary Secondary Education; *Inner City; *Leadership; Philanthropic Foundations;

Katz, Helen

Hispanic America: One Language or Two?

PUB DATE- Aug 92

NOTE- 1p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acculturation; *Bilingualism; *English (Second Language); Group Status; Hispanic American Culture; *Hispanic Americans; *Immigrants; Language Acquisition; *Language Dominance; Marketing; Mass Media; Monolingualism; National Surveys; Population Trends; Racial Integration; *Spanish Speaking

IDENTIFIERS- Language Minorities

This paper discusses whether the rapidly growing Hispanic segment of the United States population will speak one language or two. A review of statistics on this population group notes that it is comprised of many subgroups; that more than half of the Hispanic population has lived in the United States for 12 years or more; and that in the areas of education, income, and employment, the Hispanic population compares less favorably to the total population. This section also opens the discussion of language by looking at patterns of acculturation and assimilation and suggests that the Hispanic American population is becoming acculturated but not assimilated. This section argues that many immigrants come to the United States primarily for the higher standard of living and not from a more idealized admiration of its culture. A review and discussion of the research on language use and cultural preferences among Hispanic Americans and of mass media usage note that many retain their usage of Spanish language and high rates of watching and listening to Spanish language television and radio exist. The paper concludes that the Hispanic population is not assimilating rapidly into mainstream society, preferring to remain acculturated and retain their own cultural patterns and use of the Spanish language. Contains 20 references and 7 tables. (JB)

ED 358 196

UD 029 238

Children in Poverty: The State of Milwaukee's Children.

PUB DATE- 93

NOTE- 119p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Adolescents; *At Risk Persons; Child Health; *Children; *Disadvantaged Youth; *Economically Disadvantaged; Elementary Secondary Education; Family Problems; Group Status; Juvenile Justice; *Poverty; Prenatal Influences; Preschool Education; *Urban Problems; Urban Youth

IDENTIFIERS- *Wisconsin (Milwaukee)

This publication presents data and descriptive information on the status of poor children and families in Milwaukee (Wisconsin). The analysis of the information suggests that the children are

DESCRIPTORS- Academic Persistence; *Black Students; College Faculty; College Students; Cultural Differences; Cultural Pluralism; Diversity (Institutional); Educational Environment; *Educational Improvement; Graduation; Higher Education; *Intercollegiate Cooperation; Mentors; Minority Groups; *Multicultural Education; *School Holding Power; *Urban Universities

IDENTIFIERS- African Americans; Diversity (Student); *Ohio

Dominican College; Wilberforce University OH

Ohio Dominican College in Columbus is proud of its success in the graduation of African American students. While major resources have been expended at many institutions to enroll these students, graduation rates leave much to be desired. In the fall of 1990, the Lilly Foundation began to sponsor efforts to improve the graduation rates of African Americans at some independent midwestern colleges. Since 1980, Ohio Dominican had been concentrating on improving minority participation by improving the multicultural education and atmosphere at the college. After the Lilly challenge, the college focused on the following activities to improve the retention of African American students: (1) creating centers of influence where faculty take a leadership role in incorporating the contributions of minorities into their curricula; (2) promoting collegial interaction by providing eminent minority scholar mentors for Dominican faculty members; (3) preparing students in the freshman year to interact with students from culturally diverse backgrounds; (4) enriching the curriculum by celebrating a significant minority scholarly achievement annually; and (5) promoting collegial interaction by building a departmental network between the college and Wilberforce University, a historically black college in Ohio. These activities are undertaken to help move Ohio Dominican from a multicultural campus to a multicultural college. (SLD)

EDS 358 216

UD 029 282

Pierson, Gary

Nevada Chapter 1 Basic and Advanced Skills Gains for 1990-1991.

PUB DATE- Aug 92

NOTE- 42p.; For the 1989-90 report, see ED 351 409.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Gains; Advanced Courses; Basic Skills; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Language Arts; Mathematics Achievement; Program Evaluation; Reading Achievement; *School Districts; *State Surveys; Test Results

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Nevada

Nearly all school districts in Nevada qualify for Chapter 1 funds for educationally and economically disadvantaged children. All Chapter 1 programs are evaluated annually, and children participating are given pre- and posttests to measure their gains during the school year. Program evaluation data for 1990-91 are summarized. The first section shows the average gains in normal curve equivalents for the state in reading, mathematics, and language, and the number of children served at each grade level. State average testing results are also shown. The second

to President Clinton's education proposals put forward during his campaign for the presidency. In order not to bias responses to the survey, no reference was made to President Clinton before or during the interview. Teachers were asked whether government can play a significant role in improving education, what the federal government's priorities should be, and what level(s) of government should have authority in the education decision making process. Results suggest: widespread support among teachers for most of the President's proposals; about two-thirds of America's public school teachers believe the federal government can play an important role in improving the country's educational system; a high level of willingness to engage in further reform of public education in the areas of governance, accountability, teacher training, school-based social services, and links between education and employment; and concerns about the preparedness of students and strengthening parents' roles in their children's education. Eighteen tables are included. A detailed account of the survey methodology and the survey questionnaire showing marginal frequencies for all questions are appended. (LL)

ED 358 083

SP 034 566

Holmes, Dwight R.; And Others

Nepal: Training Teachers at a Distance: A Case Study of Nepal's Radio Education Teacher Training Project.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.; Ministry of Education and Culture, Kathmandu (Nepal).

PUB DATE- Jun 91

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Cost Effectiveness; Developing Nations; *Distance Education; *Educational Radio; Education Courses; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; *Inservice Teacher Education; Nontraditional Education; *Program Design; *Teacher Education Programs; Teacher Supply and Demand

IDENTIFIERS- *Nepal

This publication documents the ongoing efforts of the Government of Nepal to train primary school teachers using a multi-faceted distance learning system. At the heart of this system are radio broadcasts designed especially for untrained primary school teachers. A case study of the Radio Education Teacher Training Project (RETP) is presented in four parts. The first part provides a brief overview of Nepal's sociopolitical development in the past 40 years with particular reference to changes in educational policy begun under the National Education System Plan (1970-76). Part 2 summarizes the RETP's critical attributes and benchmarks, including the evolution of key course components and the impact of major policy shifts which occurred in 1984 and 1987. A comparative cost-effectiveness analysis of the RETP's latest program, Basic Teacher Training, and its conventional face-to-face alternatives is presented in part 3. The study concludes in part 4 with a summary of the lessons that Nepal's experiences with the distance training of teachers offer to policy makers elsewhere. Fifteen tables providing cost analyses are appended. (Contains 31 references and 14 tables/figures.) (LL)

ED 358 084

SP 034 567

The research papers bring teaching methods and resources up to date; discuss the learning potential of each student; celebrate students' diversity; describe how parents, culture, and society influence one's teaching; and deal with such things as appropriateness of teacher assignments, classroom management and class time, grouping and testing strategies, and the relationship between assessment, grading, and motivation. Underlying themes of the reports recognize: (1) educational goals include more than test scores; (2) the potential for learning exists in all children; (3) a relationship exists between a student's cultural background and learning; (4) it is important to involve parents and guardians in the education of their children; and (5) cooperative and peer learning strategies and collegial relationships among practitioners are important. (LL)

ED 358 102

TM 019 868

Hummel, Thomas J.

Tables of Critical Values for Testing Clinical Hypotheses.

PUB DATE- Apr 93

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *Clinical Diagnosis; *Counseling; Counselors; Cutting Scores; Decision Making; Educational Diagnosis; Evaluation Criteria; Groups; *Hypothesis Testing; Predictor Variables; Statistical Distributions; *Tables (Data); *Test Use; Training

IDENTIFIERS- Criterion Based Selection; Dichotomous Variables

Tables for testing clinical hypotheses about counseling clients are presented, and their use is described. Primary uses are determining a critical value or cutoff score on a predictor that can be used to classify an individual as a member of a clinical group, and instructing those unfamiliar with the limitations of tests about the conditions under which tests are inadequate for classifying individuals. The researcher states as the initial clinical hypothesis that the client is not a member of a particular clinical group, and decides on the maximum probability of incorrectly classifying any individual into that group. Table 1 is used when the criterion variable is normally distributed. Table 2 is for use when the criterion variable is dichotomous. Once the appropriate table is selected, the researcher must select an alpha-level, the maximum probability of error that will be accepted when classifying any client as a member of a clinical group. Specific directions are given for the use of both tables. The use of the tables in training counselors is also described. These tables allow a quick survey of the circumstances under which tests have little or no practical value. In general, they provide a practical view of a test's ability to classify individuals for clinical purposes. A technical appendix explains how the tables were developed, and both tables are included. (SLB)

ED 358 103

TM 019 869

Rudd, Telsa J.; Gunstone, Richard F.

Developing Self-Assessment Skills in Grade 3 Science and

Technology: The Importance of Longitudinal Studies of Learning.

using the methods of F. L. Schmidt and J. E. Hunter, which involve removal of variation due to sampling error, but modifying the basic procedures slightly to use formulas appropriate to the design of each study. Results suggest that small score gains might be expected from coaching and that high-stakes admissions tests are somewhat less amenable to coaching effects than are general intelligence tests. Within each of these groups, greater score gains were found when a pretest was administered in connection with the coaching program. The importance of both adjusting for sampling error (as did Hunter and Schmidt) and using design-appropriate variance formulas (as did Glass) is affirmed. Seven tables present study data. Contains 43 references. (SLB)

ED 358 121

TM 019 896

Enger, John M.; And Others
Survey Questionnaire Format Effect on Response Rate and Cost per Return.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *College Graduates; Comparative Testing; Cost Effectiveness; *Cost Estimates; Graduate Surveys; Higher Education; *Mail Surveys; *Questionnaires; *Response Rates (Questionnaires); Responses; *Test Format; Universities

The response rates of university graduates and the cost per return were studied for a 20-item questionnaire presented in 3 formats as follows: (1) a 2-page questionnaire with an accompanying self-addressed stamped envelope; (2) a condensed format with smaller type, on 1 page, with a self-addressed stamped envelope; and (3) the single-page questionnaire incorporated as a self-mailer. Nineteen questionnaire items were based on a 4-point Likert scale, and the 20th item was an open-ended question scored on another 4-point scale. A wide-scale mailing to college graduates was made to survey their perceptions of the effectiveness of their undergraduate education. Of the 7,078 surveys sent out, 1,830 were returned (25.7 percent response rate overall). Response rates for the questionnaires were 27.9 percent for the 2-page with return envelope, 26.3 percent for the single page with envelope, and 23.3 percent for the single page self-mailer. Responses were also similar across the eight university colleges. The most efficient format was the 1-page questionnaire with a return envelope (1.256 dollar per return) and the most expensive was the two-page with envelope (1.591 dollar per return). Although differences in the return rates for the three formats were statistically significant, there may be little practical impact to small differences in surveys with low return rates. Three tables present study findings. (SLB)

ED 358 122

TM 019 897

Dunst, Carl J.; Trivette, Carol M.
Influences of Life Events and Coping Strategies on Family Functioning.

PUB DATE- Apr 93

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

IDENTIFIERS- *Assessment Literacy

Education for school counselors in the area of assessment was studied in an effort to develop recommendations to improve the quantitative literacy portions of counselor education programs. To identify skills needed by school counselors, information was obtained from the Educational Research Service (an independent non-profit corporation) from studies done in the following districts: (1) Harlendale Independent School District (Texas); (2) Patchogue-Medford Public Schools (New York); (3) Petersburg Public Schools (Virginia); and (4) Solanco School District (Pennsylvania). A study done by the Montgomery County Public Schools (Maryland) was added. In the areas of pupil assessment and research and evaluation as described by these five school districts, a spectrum of responsibilities is evident that expands from basic standardized test interpreter to test developer, evaluator of programs, consultant, and researcher. The current status of counselor preparation for the basic roles of student assessment, program evaluation, and basic research was considered through a review of the standards used by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Comparing the CACREP defined skills with counselor roles, a list of principles is presented to serve as a guide for counselor education in the assessment area. (SLB)

ED 358 140

TM 019 927

Edgerton, Richard T.

The Emerging Implementer of the NCTM "Standards": Concepts Searching for Expression.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; *Educational Innovation; Educational Practices; High Schools; Interviews; Males; *Mathematics Instruction; Models; Nontraditional Education; Program Implementation; Secondary School Mathematics; *Secondary School Teachers; Student Evaluation; *Teacher Role; *Teaching Methods; Theory Practice Relationship

IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards; Reform Efforts

A high school teacher was studied who was known to have begun implementation of a modern paradigm of mathematics education, as described in the "Curriculum and Evaluation Standards for School Mathematics" and the "Professional Standards for Teaching Mathematics," both by the National Council of Teachers of Mathematics. His instructional and assessment practices are described, and his teaching practices are profiled according to the recommendations of the standards document as he struggled toward more complete implementation. Interviews, observations, and collections of teacher-used materials provided the information for the study. The subject had been teaching for 20 years, during which he worked on a master's degree in mathematics education. Classes in problem-solving and educational psychology in his studies led him to question his teaching practices. He attempted changes in his teaching practice that were implemented in a spotty fashion and were difficult to maintain. This subject found implementation of the "Standards" to be a long-term project, which required time for

applied behavioral science literature as the basis for generating samples, some of which were contaminated. A bootstrap method was used to compare the regression methods. Analysis resulted in 4 sets of bootstrap samples for each of the population systems, 12 in all. Results support the notion of increased efficacy of the adaptive forms of WSR in small sample applications where outlier contamination exists. The improvement over conventional least squares is not always substantial, but it is notable that adaptive forms of WSR based on the concept of empirical Bayes covariance estimation can provide consistent and sometimes substantial improvement over conventional methods. Five tables present analysis data. Appendix A provides the basis for the WSR class of methods. Appendices B and C each contain three tables of analysis information. (SLD)

ED 358 159

TM 019 958

Resource Directory of Assessment Materials.

SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.

PUB DATE- Mar 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; Elementary Secondary Education; Higher Education; *Portfolios (Background Materials); *Resource Materials; Teacher Education; Test Use

IDENTIFIERS- *Performance Based Evaluation

This annotated bibliography lists the titles, authors, sources, relevant grade levels (where appropriate), and annotations of resources that provide an introduction to various educational assessment topics. Annotations are designed to give readers enough information to decide whether or not it would be useful for them to read the complete document. Resources are grouped into the following categories: (1) general assessment, 14 resources; (2) performance assessment, 7 resources; and (3) portfolio assessment, 26 resources. (SLD)

ED 358 160

TM 019 959

Smith, Laura M.; And Others

Assessment of Student Learning in Science.

SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.

PUB DATE- Mar 93

NOTE- 21p.; For related documents, see TM 019 960-965. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Computer Simulation; Curriculum Development; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Performance Tests; *Portfolios (Background Materials); *Science Education; State Programs; *Student Evaluation; Student Journals

IDENTIFIERS- Alternative Assessment; Authentic Assessment;

Racial Relations; School Community Relationship; *Urban Improvement; Urban Problems; Urban Schools

This publication presents the proceedings of a conference that brought together local leaders who are working for change in distressed communities in 16 cities. An overview discusses the background for the conference and describes common themes that emerged during its proceedings. The next section contains the keynote address, "Race, Class, and Poverty in Urban America: A Comparative Perspective" (William J. Wilson). Another section offers summaries of six conference sessions on the following topics: (1) neighborhoods as entry points for change; (2) the implications of an asset orientation for urban change strategies; (3) structuring effective community services; (4) dealing with race and ethnicity in urban change strategies; (5) moving toward community-responsive schools; and (6) a dialogue with the sponsoring foundations. A final section contains the following five conference papers, which were the basis for the sessions: (1) "Neighborhoods as an Entry Point for Change" (Ronald Shiffman); (2) "The Implications of an Asset Orientation for Urban Change Strategies" (Blandina C. Ramirez); (3) "Structuring Effective Community Services" (Audrey Rowe); (4) "Dealing with Race and Ethnicity in Urban Change Strategies" (Peter B. Edelman); and (5) "Toward Community-Responsive Schools" (Ralph R. Smith and Michelle Fine). Includes a listing of conference participants and their affiliations. (JB)

ED 358 178

UD 029 186

Root, Maria P. P., Ed.
Racially Mixed People in America.

PUB DATE- 92

NOTE- 396p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Acculturation; American Indians; Asian Americans; Blacks; *Coping; *Ethnic Groups; Ethnic Stereotypes; Hispanic Americans; *Minority Groups; Population Trends; Racial Attitudes; Racial Bias; Racial Differences; *Racial Identification; Social Science Research; *United States History
IDENTIFIERS- *Interracial Children; *Mixed Race Persons

This book offers a comprehensive look at the social and psychological adjustment of multiracial people, models for identity development, contemporary immigration and marriage patterns, and methodological issues involved in conducting research with mixed-race people, all in the context of America's multiracial past and present. The following 26 papers are included: (1) "Within, Between, and Beyond Race" (M. Root); (2) "The Illogic of American Racial Categories" (P. Spickard); (3) "The Human Ecology of Multiracial Identity" (R. Miller); (4) "Developmental Pathways: Toward an Ecological Theoretical Formulation of Race Identity in Black-White Biracial Children" (D. Johnson); (5) "Mixed-Heritage Individuals: Ethnic Identity and Trait Characteristics" (C. Stephan); (6) "The Quiet Immigration: Foreign Spouses of U.S. Citizens, 1945-1985" (M. Thornton); (7) "Beauty and the Beast: On Racial Ambiguity" (C. Bradshaw); (8) "Passers and Pluralists: Subverting the Racial Divide" (G. Daniel); (9) "Blood Quantum: Native American Mixed Bloods" (T. Wilson); (10) "La Raza and the Melting Pot: A Comparative Look at Multiethnicity" (C. Fernandez); (11) "From Dust to Gold: The Vietnamese Amerasian Experience" (K. Valverde); (12) "An Invisible Monster: The Creation and Denial of Mixed-Race People in America" (C. Nakashima); (13) "Back to

poor because their families are poor and that only providing their families with adequate employment and family supports will lift these children out of the damaging cycle of poverty. The report groups information by age range in childhood: before birth, birth to 3 years, 3 to 5 years, 6 to 12 years, and 13 to 18 years. The following are among the report's findings: (1) Milwaukee County has seen a 21 percent increase in infants weighing less than 1,500 grams; (2) the rate of calls for baby formula to a telephone referral service has increased by 38 percent; (3) between 1980 and 1990, there has been a 225 percent increase in the number of reports of child abuse and child neglect; (4) 60 percent of children affected by lead poisoning reside in the Central City; (5) only 40 to 45 percent of 9th-grade students will finish high school; and (6) Milwaukee ranked fifth in the number of births to black teenagers. An appendix offers information on state, local, and national trends. Contains 147 references. (JB)

ED 358 197

UD 029 240

Clark, Catherine P.
Compensatory Education in Texas.

PUB DATE- Jan 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compensatory Education; *Cost Effectiveness; Educational Planning; Elementary Secondary Education; Eligibility; Evaluation Methods; Evaluation Problems; Nontraditional Education; *Parent Education; Parent Participation; Pregnancy; Program Evaluation; *Program Implementation; *School Districts; *State Programs; State Surveys; Summer Schools

IDENTIFIERS- *Texas

Compensatory education describes the special programs and services provided to students who are not succeeding in school and who do not qualify for special education. Educators define these students as "at risk"--at risk of school failure and a difficult transition to productive adult life. A recent study of compensatory education by the Texas Center for Educational Research found Texas school districts in various stages of implementing new compensatory programs. This report summarizes the recent review, and considers some of its recommendations. Compensatory education was examined in 22 school districts in 1992. School districts have begun to diversify compensatory education, and these programs were divided into the following nine categories: (1) alternative schools; (2) pregnancy and parenting programs; (3) whole school programs; (4) one-to-one programs (5) classroom programs; (6) small group programs; (7) summer school; (8) family involvement programs; and (9) group counseling and support programs. The effectiveness of these programs is difficult to determine because of the widespread absence of evaluation efforts tied to program objectives. Eligibility criteria are broad and sometimes inclusive of all students in a district. Costs were calculated for each of the nine categories. Alternative schools are the most costly; and summer school, family involvement, and counseling are the least expensive. Recommendations center on the need to have plans that are more explicit, with the roles of districts and the state clearly defined. Two tables summarize study findings. (SLD)

ED 358 198

UD 029 249

section shows a summary of gains made for the subjects each district serves, with a brief narrative about the Chapter 1 program for each of 15 districts. All districts are represented except for one that was ineligible and one that received an exemption from reporting because of different pre- and posttest instruments. Eight bar graphs and one table present the study totals, and there are four tables for each district. (SLD)

ED 358 217

UD 029 283

Goms, Theodora; Figueroa, Iris

Latino Families, Poverty, and Welfare Reform. Meeting Highlights and Background Briefing Report. Family Impact Seminars.

SPONS. AGENCY- Consortium of Family Organizations.; Ford

Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; National Puerto Rican Coalition, Washington, DC.

PUB DATE- 25 Sep 92

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020), Reports -

Evaluative/Feasibility (142), Speeches, Conference Papers,

"Papers Presented at..." (150)

DESCRIPTORS- Economically Disadvantaged; Employment Patterns;

Ethnic Groups; Family Problems; Family Programs; *Job Training;

*Latin Americans; Minority Groups; *Poverty; Puerto Ricans;

Seminars; Spanish Speaking; *State Programs; Urban Areas; Urban

Problems; *Welfare Services

IDENTIFIERS- Connecticut; *Latinos; Massachusetts; *Reform Efforts

Presentations of panelists at one in a series of monthly seminars

on Family Centered Social Policy are summarized. The first

panelist, Maria E. Enchautegui, began with a statistical

overview of Latino poverty and then highlighted data for

subgroups. Mirien Uriarte presented findings from her study on

the experiences of Latinas in the Massachusetts Employment and

Training Choices Program. Jose Cruz presented findings of his

study on Puerto Rican participation in job opportunities and

basic skills programs. The fourth panelist, Dierdre Martinez,

presented findings from a 2-year study on Mexican-American

mothers, work, and welfare. Final remarks by Marta Elisa Moret

reviewed Connecticut's efforts in helping the Latino community.

Background reports on Latino families, Latino child and family

poverty, subgroup differences, and participation in federal and

state programs are included. Issues and questions about Latino

families are outlined, and a list of organizational resources

is included. Eight figures illustrate Latino economic

conditions. (Contains 32 references.) (SLD)

ED 358 218

UD 029 290

Simon, Roger I.

Teaching against the Grain: Texts for a Pedagogy of Possibility.

Critical Studies in Education and Culture Series.

PUB DATE- Apr 92

NOTE- 187p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position

Papers/Essays (120)

DESCRIPTORS- Cultural Awareness; *Cultural Differences;

*Curriculum Development; *Educational Practices; Educational

Research; Educational Theories; Elementary Secondary Education;

Essays; *Ethics; *Political Issues; Racial Discrimination;

Teacher Attitudes; *Teaching Methods

Parker, Franklin
 Reforming U.S. Teacher Education in the 1990s.
 PUB DATE- Mar 93
 NOTE- 17p.
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Information Analyses/State-of-the-art Materials (070)
 DESCRIPTORS- Elementary Secondary Education; *Futures (of Society); Higher Education; Literature Reviews; National Competency Tests; National Norms; Nontraditional Education; *Program Improvement; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; *Teacher Improvement; Teacher Persistence; *Teaching (Occupation)
 IDENTIFIERS- Goodlad (John I); Holmes Group; National Board for Professional Teaching Standards; National Council for Accreditation of Teacher Educ; National Education Goals 1990; *Reform Efforts

In the spirit of educational reform efforts, public schools have national goals for the first time and are under pressure to adopt a national curriculum, national testing, and parental choice of schools. School reform depends on upgrading teacher education. Only a more carefully recruited, better prepared, and more professionally rewarded teaching force can transmit to students the knowledge, skills, and attitudes needed for 21st century world leadership. Within this context, a framework is provided for examining: challenges facing teacher education reform; why teacher education is controversial; several routes into teaching; the Holmes Group contrasted with the Carnegie Forum's National Board for Professional Teaching Standards; John I. Goodlad's teacher education reform proposals; a comparison of the Holmes Group's Professional Development Schools and Goodlad's Centers of Pedagogy; pros and cons of the accreditation process of the National Council for the Accreditation of Teacher Education (NCATE); alternative teacher education programs (Teach for America and ex-military personnel); why teachers leave the profession; the extent of teacher education reform; and the future of teacher education reform. (Contains 25 endnotes.) (LL)

ED 358 085 SP 034 569

Bennerotte, Gary; Smithey, Gary
 Observation and Activity: An Orientation Experience for Education Majors.
 PUB DATE- Mar 93
 NOTE- 16p.; Paper presented at the Annual Meeting of the Midwest Reading and Study Skills Conference (6th, March 1, 1993).
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Descriptive (Program/Project Descriptions) (141)
 DESCRIPTORS- College Freshmen; College Sophomores; *Course Content; *Education Courses; *Education Majors; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Observational Learning; Preservice Teacher Education; Required Courses
 IDENTIFIERS- Northwest Missouri State University; *Preservice Teachers

Placing education majors in field-based experiences before student teaching has become a common practice in teacher preparation. Two introductory education courses offered at Northwest Missouri State University were designed to provide education majors with classroom experiences early in their program of study. The courses, Observation and Activity in the

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meetings of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993) and the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; *Elementary School Students; Foreign Countries; Grade 3; *Learning Strategies; Longitudinal Studies; Naturalistic Observation; Primary Education; Questionnaires; *Science Education; *Self Evaluation (Individuals); *Teacher Role; Teaching Methods; *Technology Education

IDENTIFIERS- Australia; *Concept Maps

A year-long study in 1991 that aimed to develop self-assessment skills in one third-grade class in Australia is reported. The roles that the length and naturalistic features of the study played in the success of skill development are explored. The class contained 20 students, ages 8-9 years, present for the whole school year (four 11-week terms). Selecting a specific curriculum area made planning and post-teaching reflection more manageable for the teacher. Science and technology was chosen for teacher interest and its congruence with the research aims. A self-assessment questionnaire was developed early in the year, based on ideas that students had about the skills they needed in science and technology. Students were introduced to concept maps and learned to produce them. Additional self-assessment was recorded in self-assessment graphs created by students. Specific self-assessment concepts and techniques introduced during each term are detailed. Students accepted the self-assessment tasks as teaching and learning strategies in their own right. Student awareness and use of skills in these class activities were substantially enhanced. The teacher's role changed as students became more proficient at self-assessment, until the teacher was functioning as a delegator, rather than as a dominating instructor. Nine figures illustrate student's concepts and list statements used in self-assessment questionnaires. (SLD)

ED 358 104

TM 019 870

Northfield, Jeff

Researching Curriculum Reform. The Problems and Possibilities of Longitudinal Studies.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meetings of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993) and the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; Educational Assessment; *Educational Change; Educational Innovation; Educational Research; Evaluation Methods; Foreign Countries; High Schools; *Longitudinal Studies; *Research Methodology; School Administration; *Science Education; Student Attitudes; Surveys; Teacher Attitudes

IDENTIFIERS- Australia (Victoria); *Reform Efforts

In 1989, the Australian state of Victoria introduced a major curriculum reform in postcompulsory education. Curriculum

1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Rearing; *Children; *Coping; Family Life;
Family Relationship; *Influences; Interviews; *Life Events;
Longitudinal Studies; Psychometrics; *Rating Scales; Social
Support Groups; Test Construction; Test Reliability; Test Use;
Test Validity

IDENTIFIERS- Family Functioning; *Personal Assessment of Coping
Experiences; *Personal Assessment of Life Events

Two newly developed instruments being used in a number of studies examining the influences of intrafamily and extrafamily resources and supports on parent, family, and child functioning are described. The instruments are the Personal Assessment of Life Events (PALE) Scale, developed by C. M. Trivette and others (1988), and the Personal Assessment of Coping Experiences (PACE) Scale, developed by C. J. Dunst and others (1988). The PALE and the PACE assess, respectively, positive life events and a person's use of proactive coping strategies in response to these life events and experiences. Both scales are administered in an interview form. Both are currently being used in several studies in research laboratories. Reliability and validity analyses so far have indicated that both scales have adequate psychometric properties. The potential utility of both scales is illustrated with data from a longitudinal study of the birth and rearing of children in more than 300 families. At present, data are complete through 1 year for 225 families. The pattern of results is consistent with other research, which has found differential relationships between favorable and unfavorable life circumstances and positive and negative aspects of child and parent functioning. Six tables and four figures present study findings. (SLD)

ED 358 123

TM 019 898

Oldham, Ben R.

High Stakes Assessment: A Local District Perspective.

PUB DATE- Apr 93

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Accountability; Decision Making; *Educational Assessment; Educational Change; Educational Legislation; Elementary Secondary Education; Program Implementation; Rewards; *School Districts; Staff Development; *State Legislation; Student Evaluation; *Test Use
IDENTIFIERS- *High Stakes Tests; Kentucky Education Reform Act 1990; Monitoring; Performance Based Evaluation; Reform Efforts
The Kentucky Education Reform Act legislated by the 1990 General Assembly created a high-stakes school performance accountability system to monitor the progress of implementation. One major component of the accountability system is a schedule of consequences designed to reward those schools making sufficient progress in improving student performance and to sanction schools that maintained current achievement levels or declined. The cognitive and non-cognitive components of the assessment system are described, and the impact is discussed from a local district perspective. The

reading, discussion, and reflection, as well as support from many sources. (SLD)

ED 358 141

TM 019 928

Barnett, Jerrold E.; And Others
Perceptions of Scholastic Competence and Their Relation to Middle School Achievement.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Achievement Tests; *Affective Behavior; *Educational Attitudes; Elementary School Students; Followup Studies; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Parent Attitudes; *Predictor Variables; Regression (Statistics); Scores; *Self Concept; Student Evaluation; Teacher Attitudes

IDENTIFIERS- *Middle School Students

This follow-up study examined the role of affective variables in predicting academic achievement among middle school students. In a previous study, C. A. Sink, J. E. Barnett, and J. E. Nixon (1991) found moderate to strong correlations among self-perceived competence scores, teachers' ratings of student competence, and Grade 6 achievement. To extend these findings, parents' ratings of student academic competence and seventh-grade achievement test scores were collected from the same sample, 62 students (55 percent females) in a small midwestern town. In addition, 48 fathers and 54 mothers and 5 sixth-grade teachers and 5 seventh-grade teachers of the students participated in the study. Parents' and teachers' ratings yielded moderate correlations with academic achievement. Stepwise multiple regression analyses found teachers' perceptions and father's perceptions to be the strongest predictors of Grade 7 student achievement on three of the four subject areas tested. These results underscore the stability and the importance of affective variables in understanding and predicting middle school academic performance. Three tables present study findings. (SLD)

ED 358 142

TM 019 929

Shumer, Robert D.
Community-Based Learning: An Evaluation.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Basic Skills; Case Studies; *College School Cooperation; Community Programs; Continuation Students; *Dropout Prevention; *Field Experience Programs; High Schools; *High School Students; Individualized Instruction; Interviews; Learner Controlled Instruction; Magnet Schools; Partnerships in Education; Program Evaluation; School Holding Power; Small Group Instruction; Teacher Role; *Work Experience

Concept Maps; Hands On Experience; Open Ended Questions;
*Performance Based Evaluation; Reform Efforts; *Science
Achievement; South Carolina

As part of a series of documents describing assessment of student learning in various curriculum areas in South Carolina, this document reviews the assessment of student learning in the science classroom. The report begins with a discussion of effective science learning, and outlines the knowledge, skills, and dispositions that encompass science education. Reform efforts currently underway to transform school science are described. Alternative methods of assessment that support curriculum and instruction and promote exemplary science learning are explored, and a brief summary of activities in science assessment in selected states is provided. Performance assessments that are discussed include: (1) performance tests and tasks; (2) open-ended questions; (3) student journals; and (4) computer simulations. Portfolios and concept maps are other forms of authentic assessment that are discussed. Appendix A presents an example of a hands-on science assessment, and Appendix B presents a problem and a concept map. (SLD)

ED 358 161

TM 019 960

Smith, Laura M.; And Others
Assessment of Student Learning in Mathematics.
SPONS. AGENCY- South Carolina Commission on Higher Education,
Columbia.

PUB DATE- Mar 93

NOTE- 22p.; For related documents, see TM 019 959-965. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Assessment; Educational Objectives;
Elementary Secondary Education; Evaluation Methods; Grading;
Interviews; *Mathematics Achievement; Mathematics Curriculum;
Multiple Choice Tests; *Portfolios (Background Materials);
Scoring; *Student Evaluation; Student Projects

IDENTIFIERS- Alternative Assessment; Open Ended Questions;
*Performance Based Evaluation; South Carolina

This report, part of a series of documents which describe assessment of student learning in various curriculum areas, focuses on assessment of student learning in the mathematics classroom, beginning with an overview of current curriculum goals in mathematics. The rationale for reforming the content, instructional practices, and assessment methods in school mathematics is discussed. Subsequent sections describe alternative methods of assessing mathematics learning that are consistent with the new curriculum and instructional goals set forth for mathematics education. The performance-based assessment methods reviewed are: (1) open-ended questions; (2) mathematical investigations and projects; (3) writing activities in mathematics; (4) observations and interviews; (5) enhanced multiple-choice questions; and (6) portfolio assessments. A description of various methods for scoring and grading student work follows information on assessment methods. A brief summary is provided of activities in performance assessment from selected states. Appendix A contains a focused holistic scoring point scale. (SLD)

ED 358 162

TM 019 961

the Drawing Board: Methodological Issues in Research on Multiracial People" (M. Root); (14) "Identity Development in Biracial Children" (J. Jacobs); (15) "Between a Rock and a Hard Place: Social Adjustment of Biracial Children" (A. Caule and others); (16) "Negotiating Ethnic Identity: Issues for Black-White Biracial Adolescents" (J. Gibbs and A. Hines); (17) "Offspring of Cross-Race and Cross-Ethnic Marriages in Hawaii" (R. Johnson); (18) "Please Choose One: Ethnic Identity Choices for Biracial Individuals" (C. Hall); (19) "Interracial Japanese Americans: The Best of Both Worlds or the End of the Japanese American Community?" (A. Mass); (20) "Prism Lives: Identity of Binational Amerasians" (T. Williams); (21) "The Developmental Process of Asserting a Biracial, Bicultural Identity" (G. Kich); (22) "Is Multiracial Status Unique? The Personal and Social Experience" (M. Thornton); (23) "Coloring Outside the Lines" (C. Hall); (24) "Multicultural Identity and the Death of Stereotypes" (P. Nash); (25) "Beyond Black and White: The New Multiracial Consciousness" (G. Daniel); and (26) "From Shortcuts to Solutions" (M. Root). Contains over 450 references. (JB)

ED 358 179

UD 029 196

O'Hare, William P.
America's Minorities--The Demographics of Diversity.

PUB DATE- Dec 92

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Achievement; American Indians; Asian Americans; Birth Rate; *Cultural Differences; *Demography; *Ethnic Groups; Futures (of Society); Hispanic Americans; Immigrants; *Minority Groups; Pacific Americans; *Population Growth; *Racial Composition; Racial Differences; Whites

IDENTIFIERS- African Americans; Pacific Islanders; United States

The four largest racial and ethnic minorities--African Americans, Hispanics, Asians/Pacific Islanders, and American Indians--accounted for 25 percent of the U.S. population in 1992. By 2050, these minorities may account for 47 percent of the U.S. population. The U.S. minority population is also becoming more diverse because of high rates of immigration, a younger age structure, and higher fertility among some minority groups. This report compares the demographic and socioeconomic characteristics of these four racial and ethnic minorities with each other and with the majority non-Hispanic white population. While, on average, minorities tend to lag behind whites on most measures of success, there are many who are achieving college degrees, high-status jobs, and high incomes. The increasing numbers of minorities will continue to add racial and ethnic diversity to our national character--and may prompt a reassessment of race and minority status. (Author)

ED 358 180

UD 029 201

What Young Adolescents Want and Need from Out-of-School Programs:
A Focus Group Report.

SPONS. AGENCY- Carnegie Council on Adolescent Development,
Washington, DC.

PUB DATE- 15 Jan 92

NOTE- 77p.; Contains filled print.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports -

Yates, Larry
Building a Successful Parent Center in an Urban School. ERIC/CUE
Digest, Number 90.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- May 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Educational Philosophy; Elementary Secondary
Education; *Family Involvement; Interaction; Models; Parent
Child Relationship; Parent Education; *Parent Participation;
Parent School Relationship; Program Implementation; *School
Community Relationship; *Urban Schools

IDENTIFIERS- ERIC Digests; *Parent Child Centers

The principles and practices of successful parent centers in
urban schools are presented so that parents and staff can use
them when developing a center. The successful center begins
with adoption of a model or philosophy to guide parents and
staff. An interactive learning model is suggested as the most
workable one, and its principles are summarized as follows: (1)
parents have their own place, planning and staffing their own
center; (2) everyone learns from everyone else, with children
the main attraction of the center; (3) the parent center is
essential to the school's operation, taking over the school's
business with parents; and (4) the center is accessible and
hospitable. A parent center should be a place where parents
feel at home and enjoy themselves even as they learn.
Activities should combine business and fun. (SLD)

ED 358 199

UD 049 250

Ascher, Carol
The Changing Face of Racial Isolation and Desegregation in Urban
Schools. ERIC/CUE Digest, Number 91.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- May 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Black Students; Court Litigation; Cultural
Differences; *Demography; *Educational Philosophy; Educational
Research; Elementary Secondary Education; *Equal Education; Non
English Speaking; Racial Attitudes; Racial Composition;
*Racially Balanced Schools; School Choice; *School
Desegregation; Social Isolation; *Urban Schools; Voluntary
Desegregation

IDENTIFIERS- Brown v Board of Education; Diversity (Student);
ERIC Digests

This digest focuses on several issues in school desegregation
that stem from recent changes in demography, policy, and
research. Change in student diversity, the first consideration,
is even more marked in cities than in the country as a whole,
with only 9 of 47 urban cities in the Great City Schools
network having a majority white enrollment. There have been
changes in national desegregation policies as well as voluntary
desegregation through school choice. The recent influx in
immigrant children has brought into new focus the potential

IDENTIFIERS- *Critical Pedagogy

An attempt is made to wrestle with the question of critical pedagogy, trying to refine and make more explicit the author's political vision; the idea of pedagogy as a form of cultural politics; and teachers as cultural workers. Eight essays are divided into two sections. The four essays of Part 1 try to draw together a statement about efforts to define an educational practice consistent with a project of possibility. Part 2 provides four essays that display the attempt to work out some of the pedagogical problems associated with specific aspects of the author's teaching, research, and curriculum writing over the last 10 years. One of the essays considers how a text that has been implicated in the reproduction of forms of racial discrimination and dominance ("The Merchant of Venice") might be taught in the classroom, based on an analysis of a Jewish rendition of the work. The concluding chapter examines the ways that education practices are implicated in the production of social memories and historical sensibilities. Contains 21 references. (SLD)

ED 358 219

UD 029 291

Cecil, Nancy L.; Roberts, Patricia L.
Developing Resiliency through Children's Literature: A Guide for Teachers and Librarians, K-8.

PUB DATE- May 92

NOTE- 220p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reference Materials - Bibliographies (131)

DESCRIPTORS- Age Differences; Annotated Bibliographies; Child Development; Children; *Childrens Literature; Disadvantaged Youth; Elementary Education; *Elementary School Students; Elementary School Teachers; *High Risk Students; *Instructional Materials; Librarians; Personality Traits; *Problem Solving; *Resource Materials

IDENTIFIERS- *Resilience (Personality)

An annotated bibliography of helpful tools is presented that will aid teachers and librarians in using children's literature as a vehicle to foster resilience. Research on at-risk children indicates that some succeed in spite of childhood traumas and difficult home environments. Carefully chosen children's literature can provide fictional dilemmas that allow children to exercise the problem-solving skills necessary for facing frustrating and difficult situations in real life. The first two sections contain short summaries of selected books that feature main characters who are survivors. These sections are subdivided by age and literary genre. The final section contains a wealth of ideas, activities, and discussion questions for a selected few of the titles previously summarized. Teachers may use these mini-units and models in the classroom. Including entries in the Extended Activities Units section, the book highlights 251 titles. (SLD)

ED 358 220

UD 029 292

Swap, Susan McAllister
Developing Home-School Partnerships: From Concepts to Practice.
PUB DATE- 93

NOTE- 227p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

Elementary School (freshman year) and Observation and Activity in the Secondary School (sophomore year), are required for admission into the teacher education program. Four aspects of the courses are presented: (1) course history and evolution; (2) course components--observation and participation under the supervision of a classroom teacher, keeping a daily journal, and taking part in weekly discussions; (3) course benefits (provides an opportunity to examine teaching as a career choice and offers a preview of student teaching); and (4) future prospects for the courses. Information was obtained from interviews with course founders, instructors, and students, and from course syllabi. An observation and activity time line, observation suggestions from the course syllabus, a course evaluation, and diagrams of the interconnection of assignments and assignment goals are included. (LL)

ED 358 086

SP 034 570

Howe, Frank; Simmons, Betty Jo
Nurturing the Parent Teacher Alliance: A Guide to Forming A
Facilitative Relationship.

PUB DATE- 93

NOTE- 57p.; Title on cover is "Parent-Teacher Alliance.
Facilitative Conferences."

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Elementary Secondary Education; Guidelines;
*Interpersonal Communication; *Parent Attitudes; Parent School
Relationship; *Parent Teacher Conferences; *Parent Teacher
Cooperation; Teacher Attitudes; *Teacher Role; *Teacher Student
Relationship

IDENTIFIERS- Primary Caregivers

This booklet provides guidelines to help teachers better understand the importance of forming alliances with the primary caregivers (birth parents, adoptive parents, step parents, foster parents, or guardians) of the children whom they teach. Specific recommendations are offered concerning the following factors: conferences in the home, in school, and by telephone; documentation of contacts or attempted contacts with parents or guardians; and the engagement and cooperation of resistant or aggressive parents. Initially, some basic principles and assumptions which are germane to establishing and maintaining trust and facilitating interactions are examined; for example, honest and positive two-way communication, and making certain that the student concerned views the teacher and the primary caregiver as a team united in support of common goals--the child's physical, emotional, and intellectual development. Fundamental to the process of establishing a common purpose are the assumptions of good will, competence, and shared responsibility. A conclusion is that the teacher's task is to communicate often; to invite and encourage parental presence in the classroom; and when communicating problems, to model a high degree of acceptance, trust, respect, clarity, and honesty. References and suggested readings are included. (LL)

ED 358 087

SP 034 571

Mack, F. R. Poncefonte; Jackson, Thomas E.
Teacher Education as a Career Choice of Hispanic High School
Seniors.

requirements are set out as guidelines to allow schools to vary content and approach while still meeting prescribed work requirements. Assessment responsibilities have shifted from externally set and examined tasks to school-based tasks extending over longer periods of time. In 1989, the author and a team of eight staff members began a 4-year study of the implementation of this postcompulsory curriculum reform. This paper focuses on the implementation of the science study design and outlines the possibilities, problems, and findings from this longitudinal study opportunity. The 4-year study, which has drawn on teacher and student opinions, has allowed a more clear understanding of the complex educational change than would be possible in a shorter study. The longitudinal study allowed the team to see the waxing and waning of problems as innovations, initially regarded with skepticism, became accepted. One disturbing outcome is the clear finding that those responsible for developing and introducing the educational changes actually pay little attention to what is happening at the school level in the implementation process. The study provides a disturbing record of responsible people unwilling to learn, understand, and support curriculum reform. (SLB)

ED 358 105

TM 019 871

Blais, Jean-Guy

Item Response Theory Scaling with Heterogeneous Populations.

PUB DATE- Apr 93

NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Adolescents; Cross Cultural Studies; Data Analysis; Elementary School Students; Equated Scores; Estimation (Mathematics); Foreign Countries; International Studies; *Item Response Theory; Junior High Schools; *Junior High School Students; *Mathematics Tests; Preadolescents; Primary Education; *Reference Groups; Sampling; *Scaling; *Science Tests; Scores

IDENTIFIERS- Diversity (Student); Item Parameters; Linkage;

*Second International Assessment of Ed Progress; Three Parameter Model

Tools used in scaling proficiency scores from the Second International Assessment of Educational Progress (IAEP) are described. The second IAEP study, conducted in 1991, was an international comparative study of the mathematics and science skills of samples of 9- and 13-year-old students from 20 countries. This paper focuses on part of the second stage of data analysis, work done in creating a unique scale for all the participating populations, that is, creating reference populations, scaling methodology, and linkage of 9- and 13-year-old populations. All populations contributed to four combined reference populations, superpopulations, one for each age group by mathematics and science combination. The item response theory scaling model is the three-parameter logistic model. Linking was accomplished through a small set of common items included in the 9- and 13-year-old assessments in each subject area. Results show that even if on an item-by-item basis the equating gives results that are not ideal, when all items are taken into account, student proficiency scores estimated with both sets of item parameter estimates can be considered to be

following system components are highlighted: (1) the use of assessment results to make individual decisions about students; (2) the scoring rule applied to student performance; (3) the impact of performance events; (4) teacher workload; (5) differential student achievement growth; and (6) the influence on staff development. Only time will tell if the mandates of the Kentucky Education Reform Act will produce a better educated product of the public schools. Initial activities tend to focus on a quick fix, the greatest impact on performance in the most efficient manner. It is likely that long-term professional development activities will be those that are characterized by what truly makes a difference in the classroom. (SLD)

ED 358 124

TM 019 900

Fenton, Ray; And Others

National Study of ACT and SAT Use by State Departments of Education.

SPONS- AGENCY- Alaska State Dept. of Education, Juneau.

PUB DATE- Apr 93

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Entrance Examinations; Comparative Testing; Demography; Educational Change; *Educational Improvement; Educational Trends; High Schools; Information Utilization; *National Surveys; *State Departments of Education; State Programs; Testing Problems; Testing Programs; Test Results; *Test Use

IDENTIFIERS- *ACT Assessment; Puerto Rico; *Scholastic Aptitude Test; United States

Because of a concern by the Alaska State Department of Education that results from the American College Test (ACT) and the Scholastic Aptitude Test (SAT) are not being used to their fullest advantage to improve secondary instruction, the use of these assessment results by other states was studied. A two-page survey and request for copies of state reports including SAT and ACT performance were sent to each state department of education. Responses were returned by 47 states and Puerto Rico. Thirty-one received the national ACT report, and 33 received an ACT report for their states. Forty-four received a national SAT report, and 43 received the SAT report for their states. Most states reported this information to the public, and most included information for multiple years. In general, results were not used for planning or for program development. States usually rely on the local school or district to use the information in local planning and goal setting. Examination of survey responses suggests that the most useful information about these assessments reported to the general public includes the number of students taking college entrance examinations and the number completing core courses, as well as demographic information, aggregated average ACT and SAT performance, and an analysis for each school and district that shows score patterns over the past 5 years. Seven charts contain study findings, and the study questionnaire is included. (SLD)

ED 358 125

TM 019 904

Programs

IDENTIFIERS- *Community Based Education; Job Training Partnership Act 1982; *Los Angeles Unified School District CA; Parent Surveys; Student Surveys

In one attempt to deal with the dropout problems, faculty from the University of California (Los Angeles) have forged a partnership with the Los Angeles Unified School District and have turned existing high schools and continuation schools into community-based learning (CBL) programs. High school students in these programs attend field sites 2 days a week to see how basic skills and academic subjects are applied in the real world. Job Training Partnership Act funds are the program's primary support. An evaluation of the CBL program in the high school of 1 kindergarten through grade-12 magnet school (60 multi-ethnic CBL participants) is reported. Focus was on grades 9 through 12. Methodology included observation, student surveys, case studies of three students, and interviews with four parents. The CBL program was characterized by individualized instruction, small group work, student initiated learning activities, and caring and involved teachers. Quantitative data indicate that the CBL program has a significant relationship to grades and attendance, and both qualitative and quantitative data indicate the importance of certain program components to retention and learning in school. What mattered most to the students were the personal relationships between students and adults. Attachments include a table of findings, the survey results, and results from the survey of comparison students in traditional programs. (SLD)

ED 358 143

TM 019 932

Arter, Judy

Designing Scoring Rubrics for Performance Assessments: The Heart of the Matter.

PUB DATE- Apr 93

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; Cost Effectiveness; *Educational Assessment; Educational Objectives; *Evaluation Criteria; Holistic Approach; *Instructional Improvement; Research Design; *Scoring; *Student Evaluation; Teacher Role; Teaching Methods; *Test Construction; Test Use

IDENTIFIERS- *Performance Based Evaluation; Scoring Rubrics

Good performance criteria can and must help define educational goals and serve as an instructional tool in the classroom. The rationale for considering instructional usefulness when designing performance criteria begins with the proposition that clearly stated performance criteria are excellent instructional tools. It is also apparent that classroom teachers are the ones who will be administering the performance assessments that are developed, and that the classroom is the place in which change will occur. Good performance criteria help teachers and students alike understand the targets of instruction. The following design considerations are important in working toward the goal of good performance criteria: (1) the need for generalized criteria; (2) development of both holistic and analytical trait systems; (3) covering all that is important; and (4) having teachers do the scoring. Maximizing the impact of the performance assessment dollar means having assessments

Hewitt, Catherine B.; And Others
Assessment of Student Learning in Foreign Language.
SPONS. AGENCY- South Carolina Commission on Higher Education,
Columbia.

PUB DATE- Mar 93

NOTE- 18p.; For related documents, see TM 019 959-965. Paper
presented at the Annual Meeting of the American Educational
Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Cultural Awareness;
*Educational Assessment; Educational Objectives; Educational
Practices; Elementary Secondary Education; *Evaluation Methods;
*Language Tests; Listening; Reading; *Second Language Learning;
Second Languages; *Student Evaluation; Writing (Composition)

IDENTIFIERS- Authentic Assessment; *Performance Based Evaluation;
South Carolina

As part of a series of documents on assessment of student
learning in various school curriculum areas, this report
describes assessment of student learning in the foreign
language classroom in South Carolina. The report begins with an
overview of current curriculum goals in foreign language
education and the status of assessment practices in this area.
Subsequent sections describe methods of assessing foreign
language learning in the following five areas: (1) listening;
(2) speaking; (3) reading; (4) writing; and (5) culture. The
manner in which curriculum, instruction, and assessment are
combined and the relative interest in each differ by grade
level. In elementary school foreign language programs, class
time is devoted to the development of listening, speaking, and
culture skills, with few tests being given. Many current
developments in foreign language assessment are taking place at
the secondary school level or higher. Performance assessment
approaches have already been established in foreign language
education, while they are only beginning to have an impact in
other fields. Educators with an interest in performance-based
authentic assessment have much to gain from a careful study of
foreign language assessment. Contains 48 references. (SLD)

ED 358 163

TM 019 962

Smith, Laura M.; And Others
Assessment of Student Learning in Early Childhood Education.
SPONS. AGENCY- South Carolina Commission on Higher Education,
Columbia.

PUB DATE- Mar 93

NOTE- 27p.; For related documents, see TM 019 959-965. Paper
presented at the Annual Meeting of the American Educational
Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Audiotape Recordings; Check
Lists; Classroom Observation Techniques; Curriculum
Development; *Early Childhood Education; *Educational
Assessment; Evaluation Methods; Guidelines; Photographs;
*Portfolios (Background Materials); Rating Scales; *Student
Evaluation; Videotape Recordings

IDENTIFIERS- Alternative Assessment; Anecdotal Records;
*Performance Based Evaluation; South Carolina

This report, part of a series of documents which describe

Research/Technical (143)

DESCRIPTORS- *Adolescents; *After School Programs; *Community Programs; *Disadvantaged Youth; Ethnic Groups; *High Risk Students; Intermediate Grades; Interviews; Needs Assessment; Racial Differences; Rural Areas; Secondary Education; Sex Differences; Student Attitudes; Student Participation; Urban Areas; Urban Youth; *Youth Programs
IDENTIFIERS- District of Columbia; Focus Groups Approach; *Out of School Youth Program

The Carnegie Council on Adolescent Development undertook a 2-year project to assess non-school programs offered by various community-based youth organizations. This project included focus group interviews with youth about their current activities and preferences for after-school activities. Sixteen focus groups were conducted in the metropolitan Washington (District of Columbia) area attended by 135 White, Black, Central American, and Vietnamese male and female youth aged 11 to 15 years. All of the youth were from at-risk environments due to pervasive social and economic problems (violent crime, alcohol and drug abuse, poverty, and physical abuse). Several themes emerged as participants described how they spent their time when not in school. When programs that engage adolescents' interests are offered, adolescents will participate in them. Other themes include the need for adult role models, family support, and environments of respect and comfort. Boys are more likely to participate in non-school team sports and scouting programs, while girls are more likely to participate in religious youth groups and summer programs. Recommendations are provided for youth centers, staff, and programs. Appendix A through D describe the study methodology, and provide the screener instrument, the moderator's guide, and the participant information sheet. Appendixes E and F present detailed findings from urban and rural groups. (SLD)

ED 358 181

UD 029 202

Clewell, Beatriz Chu; And Others

Breaking the Barriers: Helping Female and Minority Students Succeed in Mathematics and Science. Jossey-Bass Education Series.

PUB DATE- 92

NOTE- 346p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; *Affirmative Action; Case Studies; Classroom Techniques; *Educational Discrimination; Elementary Secondary Education; *Females; Intermediate Grades; Intervention; Junior High Schools; *Mathematics Education; Middle Schools; *Minority Group Children; Program Implementation; *Science Education; Student Attitudes

This book provides an in-depth examination of the strategies, structure, and operation of intervention programs for minority and female students in mathematics and sciences in grades 4 through 8. In part 1, Chapter 1 discusses the barriers to female and minority participation in mathematics and science and the need for intervention. Chapter 2 explains why intervention efforts are needed at the middle school level and describes the changes that can help minority and female students attain proficiency. In part 2, chapters 3 and 4 describe intervention approaches and strategies, liken those approaches to their bases in research and theory, and provide concrete examples of their use in middle school intervention

conflict between school desegregation and bilingual education as children whose native language is not English have needed to be grouped together for instruction, or integrated into mainstream classes without native language instruction. As the 1954 suit, *Brown v Topeka Board of Education* claimed, racial balance does appear to affect achievement. The systemic inequities of segregated schools are a reason why resources and school effectiveness issues have joined racial balance as aspects of desegregation politics. (SLD)

ED 358 200

UD 029 253

Cook, John T.; Brown, J. Larry
Two Americas: Alternative Futures for Child Poverty in the U.S.
National and State Projections to the Year 2010.

PUB DATE- Apr 93

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Census Figures; *Children; Comparative Analysis; Demography; Economically Disadvantaged; *Futures (of Society); Long Range Planning; *National Surveys; *Poverty; Predictive Measurement; Public Policy; Sociocultural Patterns; *State Surveys; Statistical Data; *Trend Analysis

Data on child poverty from the past 30 years are used to project future trends. A national-level analysis of child poverty over the past 3 decades for all children under 18 years old shows that the number of U.S. children in poverty increased by approximately 1 million from 1980 to 1988; and approximately 2.2 million more U.S. children fell into poverty from 1988 to 1992. Nearly 4 million more children lived in poverty in 1991 than in 1970. Child poverty threatens the well-being of children and the nation, and it reflects economic and policy change. These trends are used as the basis for projections of 2 highly different child poverty scenarios for the next 20 years. State-level analyses of child poverty based on decennial census data for related children in families from 1959 to 1989 reveal that during the 1960s child poverty rates declined by at least 20 percent in virtually every state, with the decline in some being as much as 60 percent; and over the 1970s and the 1980s state-level child poverty rates increased over 25 percent in many states, and as much as 90 percent in others. Projections of state-level child poverty over the next 20 years are produced from these trends. By viewing the future of child poverty first at the national level, then at the state level, those states that are likely to face more difficulty in dealing with the myriad of costly problems related to child poverty are highlighted. However, dramatic reductions in child poverty are possible under certain combinations of policy and economic conditions. Ten figures, 5 tables, 2 appendixes with 2 data tables and technical information, and 16 references are included. (JB)

ED 358 201

UD 029 255

McHugh, Barbara; And Others
Meeting the Challenges of Multicultural Education. The Second Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- Feb 93

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Communication (Thought Transfer); *Curriculum Development; *Educational Cooperation; Educational Practices; Educational Research; Educational Theories; Elementary Secondary Education; *Family School Relationship; Guidelines; Models; *Parent Participation; Parent Teacher Conferences; *Partnerships in Education; School Community Relationship; *School Restructuring
Research, policy, and practice in the field of school and family partnerships are reviewed; and practical ideas are offered to help educators move toward partnership. Important distinctions are drawn in approaches that avoid or promote full partnerships. Less than adequate approaches discussed are a protective model, a school-to-home transmission model, and a curriculum enrichment model. A better and more responsive approach, the "partnership model," is described. It is a concept of partnership that enables schools to implement a comprehensive program of school and family connections. Various practical suggestions are offered to help educators begin to build their programs of partnership. Emphasis is placed on two-way communication, parent-teacher conferences, and how schools and families support each other mutually. A final chapter outlines the following three approaches to partnership: (1) establishing a limited partnership for children's learning; (2) building a comprehensive partnership with networks for mutual support; and (3) restructuring schools for partnership and academic achievement. Five appendixes include a school profile, a family information form, parent surveys, suggested resources, and a transcript of a listening situation. Contains 186 references. (SLD)

ED 358 221

UD 029 294

Bull, Barry L.; And Others
The Ethics of Multicultural and Bilingual Education.

PUB DATE- 92

NOTE- 221p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education; Case Studies; Children; Cultural Awareness; Cultural Differences; *Democracy; Educational Attitudes; Elementary Secondary Education; *Ethics; *Liberalism; *Moral Values; *Multicultural Education; Political Influences; Political Issues; Research Methodology

IDENTIFIERS- *Political Theories

The ethical and educational dimensions of the quest for multicultural and bilingual education are explored, introducing the variety and complexity of these problems and ways of thinking about them. The application of liberal, democratic, and communitarian theories of political morality is discussed as examples of alternative approaches to these problems. The book is centered on descriptions of representative school settings (case studies) in which issues of multiculturalism and bilingual education arise. The following chapters are included: (1) "The Nature and Complexity of Issues in Multicultural and Bilingual Education"; (2) "The Liberal Perspective"; (3) "The Democratic Perspective"; (4) "The Communitarian Perspective"; (5) "Concluding Reflections on Political Morality in Multicultural and Bilingual Contexts"; (6) "Using and Analyzing

PUB DATE- 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Career Awareness; *Career Choice; Career Guidance; Futures (of Society); Higher Education; High Schools; *High School Seniors; *Hispanic Americans; Minority Group Teachers; *Student Attitudes; Student Financial Aid; Teacher Education Programs; *Teacher Recruitment; *Teaching (Occupation); Urban Schools

IDENTIFIERS- Grand Rapids Public Schools MI; Hispanic American Students

Nationally, Hispanics represent 3 percent of the teaching force and comprise nearly 10 percent of the population. Yet there appears to be little progress in the employment of minority, including Hispanic, teachers. This paper describes a survey administered to 605 high school seniors in Grand Rapids (Michigan) to determine attitudes of Hispanic students toward teaching as a career and their perceptions of conditions associated with the teaching profession. The total number of surveys returned for data analysis was 583; the number of students who identified themselves as Hispanic was 36, or 6 percent of the sample. Results suggest that Hispanic students are an untapped resource for staffing future teaching positions (approximately 30 percent would select teaching as a career); that Hispanics are more likely to be future candidates for teaching positions in urban districts than nonminority candidates; and that intervening variables, such as financial support, career awareness, lack of positive information about the field, and lack of encouragement from significant others, appear to be barriers in attracting Hispanic students into teacher education programs. The paper concludes that the problem of declining Hispanic enrollments in teacher education programs may be primarily attributed to the institutions that develop and nurture future teachers rather than to Hispanic students themselves. Questionnaire results are appended. (Contains 37 references.) (LL)

ED 358 088

SP 034 573

Brigham, Frederick J.

Cross-Training: Faculty-Sharing between General and Special Teacher Education Programs.

PUB DATE- Feb 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Indiana Federation, Council for Exceptional Children (Indianapolis, IN, February 26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Education Courses; Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; Mainstreaming; Mild Disabilities; *Preservice Teacher Education; Program Evaluation; *Regular and Special Education Relationship; Student Attitudes; Teacher Education Curriculum; *Teacher Educators; *Team Teaching

IDENTIFIERS- Preservice Teachers; Valparaiso University IN

Children with mildly handicapping conditions spend a considerable amount of their instructional lives receiving instruction from general education teachers. At the preservice level, efforts to

on the same scale. Results further indicate that no information has been lost as a result of using one set of item parameter estimates over another. Fourteen tables and 16 figures present analysis data. (SLD)

ED 358 106

TM 019 872

Hausfather, Samuel J.
Integrating Instruction around Themes: Knowledge Construction in an Elementary Classroom.

PUB DATE- Apr 93

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Action Research; Case Studies; Classroom Research; *Classroom Techniques; Curriculum Design; Educational Theories; Elementary School Students; *Elementary School Teachers; *Epistemology; Grade 5; *Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Researchers; Self Evaluation (Individuals); *Teacher Role; *Thematic Approach
The author conducted a year-long study of his own fifth-grade classroom as a teacher-researcher. The intent was to create a theme study classroom, organizing curriculum around the problems, needs, and interests of students through interdisciplinary investigations of themes. Using action research, implementation processes and constraints were investigated from a teacher's perspective. An inquiry was conducted into the meanings of theme study from a teacher's perspective. He inquired into the meanings of theme study developed by students and the teacher, and explored the resulting conceptions of knowledge revealed in student actions and teacher reflection. The year began by exploring the theme "Why are we here?" The second semester themes were "exploring the unknown," "taking off on investigations," and "greed and charity." As the year progressed, students became more able to carry on an instructional conversation that moved back and forth from school study to the events in the world around them. The author's definitions of theme study evolved as the curriculum was enacted. The stance of the students toward knowledge became a primary concern as they moved from a passive relationship with knowledge to an active and communal approach. Insights from this classroom should be useful for those studying both curriculum and theory as it raises questions of the teacher's and students' relationships to knowledge. Three figures illustrate the discussion. (SLD)

ED 358 107

TM 019 873

Olsen, Donna
The Effects of Conceptual Abstracting on Transfer of Learning in Word Processing.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

Medrich, Elliott A.
Improving Data Quality in IEA Studies: Looking Backward and
Thinking Forward.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the National
Council on Measurement in Education (Atlanta, GA, April 13-15,
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Cross
Cultural Studies; *Data Collection; Elementary Secondary
Education; Foreign Countries; Futures (of Society);
International Studies; National Surveys; Quality Control;
Response Rates (Questionnaires); *Scores; *Test Results

IDENTIFIERS- Educational Information; Evaluation Standards;
*International Assn Evaluation Educ Achievement; Target
Populations; *Third International Mathematics and Science Study

Since studies conducted by the International Association for the
Evaluation of Educational Achievement (IEA) have had a dramatic
impact on the way in which officials in the United States and
the American public think about the performance of our
students, it is essential that IEA surveys accurately measure
real differences in student performance across comparable
populations in participating countries. Although data quality
in past IEA studies has sometimes been problematic, the
upcoming Third International Mathematics and Science Study
(TIMSS) affords the opportunity to develop methods of data
presentation that achieve reliable cross-national comparisons.
Two issues in particular merit consideration. The first issue
is ensuring that field outcomes in participating countries are
comparable and representative of a defined target population. A
second aspect concerns survey response rates. It will also be
necessary to determine how to deal with data when certain
standards are not achieved. One chart lists the number of
participating systems in the various IEA studies. (SLD)

ED 358 126

TM 019 905

Gallagher, Michael P.
Proficiency Testing and Poverty: Looking within a Large Urban
District.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Atlanta, GA, April 12-16,
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Achievement Tests;
Correlation; Disadvantaged Youth; *Economically Disadvantaged;
Educational Policy; *Elementary School Students; Elementary
Secondary Education; Grade 9; High Schools; *High School
Students; Income; Lunch Programs; Neighborhoods; *Poverty;
Regression (Statistics); *School Districts; Socioeconomic
Status; Urban Schools

IDENTIFIERS- *Cleveland Public Schools OH; Educational Indicators
The relationship between success on proficiency tests and poverty
has been widely discussed. This study explores the use of a
neighborhood indicator of socioeconomic status based on school
lunch participation of elementary school students in that
neighborhood, and examines the relationship of poverty to

that teachers can use in the classroom. Five figures list and illustrate aspects of the criteria development process. (SLD)

ED 358 144

TM 019 933

Muraki, Eiji; Carlson, James E.

Full-Information Factor Analysis for Polytomous Item Responses.

SPONS. AGENCY- National Assessment of Educational Progress,
Princeton, NJ.

PUB DATE- Apr 93

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Graphics; Computer Simulation; Equations (Mathematics); *Estimation (Mathematics); Factor Analysis; Factor Structure; *Item Response Theory; Likert Scales; *Mathematical Models; Multidimensional Scaling; Qualitative Research; *Scoring; *Test Items

IDENTIFIERS- EM Algorithm; *Full Information Factor Analysis; *Graded Response Model; Multidimensional Models; Polytomous Items; RESGEN Computer Program

A multidimensional item response theory (IRT) model for polytomously scored items, based on the graded response model and using the normal ogive, is developed; and an EM algorithm that may be used to estimate the parameters of the model is also discussed. The model is illustrated through a simulation study in which the polytomous item responses of 6 items and 5,000 respondents were generated by the RESGEN computer program. The relationships between the factor loadings and multidimensional parameters like those of the model of M. D. Reckase (1985) are established. The multidimensional parameters provide useful interpretations of parameters of the multidimensional item response models that can be computed directly from the factor loadings. Estimating the parameters of the multidimensional graded response model is a first step in expanding the application of factor analysis to qualitative data. Four tables and nine computer-generated graphical plots illustrate the analysis. (SLD)

ED 358 145

TM 019 934

De Ayala, R. J.

The Influence of Multidimensionality on the Graded Response Model.

PUB DATE- Apr 93

NOTE- 41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Simulation; Correlation; *Difficulty Level; *Estimation (Mathematics); *Item Bias; *Item Response Theory; Mathematical Models; Probability; *Sample Size; *Test Length

IDENTIFIERS- Ability Estimates; Dichotomous Variables; *Graded Response Model; Item Discrimination (Tests); *Multidimensionality (Tests); Polytomous Items; Root Mean Square (Statistics); Theta Estimates; Unidimensionality (Tests)
Previous work on the effects of dimensionality on parameter estimation was extended from dichotomous models to the

assessment of student learning in various curriculum areas from prekindergarten through grade 12 focuses on assessment as practiced in early childhood education in South Carolina. An overview is provided of current practices used in the first few years of schooling that are now being questioned. Subsequent sections describe the early childhood perspective on how children learn, and include guidelines for appropriate curriculum and content in early childhood programs. A comprehensive discussion of assessment practices in early childhood education, including traditional methods and alternative approaches, follows. Among the observational methods discussed are anecdotal records, checklists and inventories, rating scales, and photographs and audio/video recordings. A discussion is also provided of assessment portfolios. A brief summary is given of selected alternative assessment projects and programs in early childhood. Four appendixes contain: (1) guidelines for appropriate curriculum content and assessment; (2) guidelines for the use of standardized tests; (3) observation forms; and (4) examples of a first grade reading record. Contains 25 references. (SLD)

ED 358 164

TM 019 963

Austen, Caryn Kellerhals; And Others

Assessment of Student Learning in Social Studies.

SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.

PUB DATE- Mar 93

NOTE- 17p.; For related documents, see TM 019 959-965. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (162), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Check Lists; Classroom Observation Techniques; *Educational Assessment; Educational Objectives; Educational Practices; Elementary Secondary Education; Evaluation Methods; Exhibits; *Portfolios (Background Materials); *Social Studies; *Student Evaluation; Teaching Methods; Work Sample Tests

IDENTIFIERS- Alternative Assessment; Anecdotal Records; *Performance Based Evaluation; South Carolina

This document, part of a series of papers which describe the assessment of student learning in various aspects of the South Carolina curriculum from prekindergarten through grade 12, focuses on the assessment of student learning in the social studies classroom. It begins with an overview of current curriculum goals in social studies education and offers a description of various instructional practices used in typical school classrooms. Subsequent sections describe alternative methods of assessing social studies learning that are consistent with modern curriculum and instructional goals. These methods include performance-based assessments, observation records, checklists, anecdotal records, portfolios, work samples, and exhibits. Criteria for evaluation are also provided. Few models of performance tasks exist, and many have yet to pass measures of validity and reliability. However, reception of the assessment strategies described in this report is generally positive, as teachers recognize the effectiveness of this type of assessment. Appendix A lists performance tasks in the social studies classroom, and Appendix B presents the Discussion Scoresheet. (SLD)

programs. Parts 3 and 4 discuss the delivery systems for the strategies and approaches described in earlier sections. In part 3, chapter 5 develops a conceptual framework for analyzing programs, describes the key components of an effective program and how they interact, while chapter 6 discusses program outcomes and contextual elements. The chapters in part 4 present a guide to implementing a program and discuss issues of institutionalization. The appendixes present case studies of 10 effective programs; a directory of successful intervention programs (including useful materials available from them), and contains 268 references. (JB)

ED 358 182

UD 029 210

Wang, Margaret C.
Achieving Schooling Success for All Students.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 92

NOTE- 41p.; In: Haring, K. A., Ed., Lovett, D. L., Ed., Haring, N. G., Ed. Integrated Life Cycle Services for Persons with Disabilities: A Theoretical and Empirical Perspective. Heidelberg, Germany, Springer-Verlag, 1992. p122-152.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; Affirmative Action; *Decision Making; Educational Change; *Educational Improvement; Educational Research; Elementary School Students; Elementary Secondary Education; *Equal Education; Essays; Models; Outcomes of Education; Predictor Variables; *Program Development; Secondary School Students; Theory Practice Relationship
IDENTIFIERS- *Diversity (Student)

This essay discusses the prospect of utilizing well-confirmed knowledge to enhance the chances for the schooling success of every student in today's elementary schools through secondary schools. The paper begins with a brief discussion of the state of practice. The balance of the paper illustrates an efficient way to apply research and practical wisdom toward creating and implementing programs for improving educational equality. This discussion centers on findings from a recently completed synthesis of the research base and an analysis of consensus from the field on variables that are important to learning, which led to the development of a framework for systematic description of program features and assessment of implementation requirements and outcomes of approaches and practices. This framework, the Consensus Marker-Outcome Variable System (CMOVS), incorporates variables that are considered by professionals to be "important" and "alterable" so as to improve chances for students' learning success. A major design goal of the CMOVS is the development of a common language that can be used to improve communication about program features and implementation requirements among educational professionals. A section describes using the format for making program decisions, using it to calculate indices, and other implications. Appended are a master list of variables and definitions and 58 references. (JB)

ED 358 183

UD 029 211

Reynolds, Maynard C.; Zetlin, Andrea G.
A Manual for 20/20 Analysis: A Manual for Instructional Planning.
SPONS. AGENCY- Office of Educational Research and Improvement

NOTE- 137p.; For an earlier report, see ED 346 200.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Aspiration; Cross Cultural Training; *Cultural Awareness; *Demonstration Programs; Intergroup Relations; Intermediate Grades; Junior High Schools; *Middle Schools; *Multicultural Education; Occupational Aspiration; *Program Implementation; School Community Relationship; *School Restructuring; Social Integration; Urban Schools

IDENTIFIERS- *Pittsburgh School District PA; Psychosocial Development

This report describes a study from May 1989 through 1991-92 of the implementation and status of the Multicultural Education Program being developed in the Pittsburgh (Pennsylvania) public schools. It also includes the perspectives of participating students, staff, and parents. The multicultural education demonstration in the Prospect Center represents Pittsburgh's attempt to show that schools can be restructured to bring about genuine integration. This middle-school demonstration is undertaken in the face of a history that has left neighborhoods segregated by race, ethnicity, and geography, and a record of troubled intergroup relations in the demonstration school. The following seven program components are being developed through the District Office of Multicultural Education and the Prospect Center to address six challenges of multicultural education regarding respect and understanding, community confidence, program ownership, student psychosocial development, and career and education aspirations: (1) conflict resolution; (2) cultural awareness; (3) learning and teaching styles; (4) cooperative learning; (5) multicultural curriculum; (6) parent and community involvement; and (7) elimination of tracking. Despite progress in putting program elements in place, many such elements have scarcely been initiated. Staff turnover is an impediment to implementation. An appendix contains four questionnaires used in the study. (JB)

ED 358 202

UD 029 258

Stewart, David W.

Immigration and Education: The Crisis and the Opportunities.

PUB DATE- 93

NOTE- 286p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; Adult Education; *Bilingual Education; Children; Court Litigation; Educational Finance; *Educational Needs; Educational Opportunities; Elementary Secondary Education; English (Second Language); Higher Education; *Immigrants; Multicultural Education; Politics of Education; *Refugees; *Social Problems

IDENTIFIERS- *Diversity (Student); *Immigration; Immigration Impact; Immigration Law; Immigration Legislation; Language Minorities

This book describes and analyzes the educational and training needs of immigrants in the new and distinctive inflow that currently characterizes immigration to the United States, and the effects of pressures exerted by the newcomers upon institutions and agencies of education and training that are often unprepared for the task that is being presented to them.

Cases"; and (7) "Cases for Reflection and Discussion." Contains 76 references. (SLD)

ED 358 222

UD 029 295

Everhart, Robert B., Ed.

The Public School Monopoly: A Critical Analysis of Education and the State in American Society.

PUB DATE- 82

NOTE- 603p.; Foreword by Clarence J. Karier.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Community Control; Economically Disadvantaged; Educational Change; Educational Legislation; Educational Objectives; Elementary Secondary Education; Government Role; *Government School Relationship; Minority Groups; *Political Influences; *Public Schools; Role of Education; School Choice; *School District Autonomy; *Social Class; *State Government
IDENTIFIERS- Monopoly; United States

The following 14 essays consider relationships among schooling, education, and the state; alternatives to existing systems; and educating minorities and the disadvantaged: (1) "Growing Up Blighted: Reflections on the 'Secret Power' in the American Experience" (C. Burgess); (2) "The Evolving Political Structure of American Schooling" (J. Spring); (3) "Nineteenth-Century Opponents of State Education: Prophets of Modern Revisionism" (G. H. Smith); (4) "Schooling for Work and Working at School: Perspectives on Immigrant and Working-Class Education in Urban America, 1880-1920" (C. H. Edson); (5) "Critical Literacy: A Conception of Education as a Moral Right and a Social Ideal" (M. S. Katz); (6) "The Manipulation of Consciousness: A First Amendment Critique of Schooling" (S. Arons and C. Lawrence III); (7) "A Comparative and International Perspective on the Prospects for Family and Community Control of Schooling" (T. J. La Belle); (8) "Changing Political Patterns and Governmental Regulations" (L. Iannaccone); (9) "Institutional Parameters and the Purposes of Schooling: State Regulation of Educational Innovation" (R. B. Everhart); (10) "The Prospects for Education Vouchers: An Economic Analysis" (E. G. West); (11) "Disturbing Evidence about the One Best System" (D. A. Erickson); (12) "The Impact of Taxation Policy on Public and Private Schools" (T. W. Vitullo-Martin); (13) "Educational Tax Credits" (R. A. Freeman); and (14) "Education and Cultural Reproduction: A Critical Reassessment of Programs for Choice" (M. W. Apple). A conclusion by R. B. Everhart summarizes the relationships between education and the state. (SLD)

ED 358 223

UD 029 296

Jennings, James, Ed.

Race, Politics, and Economic Development: Community Perspectives. Haymarket Series.

PUB DATE- 92

NOTE- 202p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Black Community; Community Development; Disadvantaged Youth; Economically Disadvantaged; *Economic Development; Etiology; Human Services; *Political Influences; Poverty; *Racial Differences; *Social Class; Unemployment; *Urban Culture; Urban Problems; Violence; Youth Employment
IDENTIFIERS- African Americans

assist general education teachers have employed one of two models--the inclusion of special education topics into general education coursework and a specific course in special education. This paper reviews previous efforts to provide sufficient expertise in special education; describes models currently being employed at Valparaiso University (Indiana); and reports preliminary results of a student poll. The literature review concludes that teachers with enhanced coursework in education may be best prepared for meeting the needs of students with mild disabilities both in general and special education settings. At Valparaiso University two team-teaching models have been employed. In the first model, the load of a 3-hour foundations class was split between an elementary-education and a special-education professor. The second model involved general and special education faculty cooperatively teaching different sections of the same course, Educational Psychology. Upon completion of coursework, students were asked to respond to a questionnaire soliciting their attitudes toward the team-teaching experience. Respondents endorsed the inclusion of special education faculty into general coursework; however, they were unwilling to eliminate special education-specific courses from their program of study. Student responses to the questionnaire are appended. (Contains 20 references.) (LL)

ED 358 089

SP 034 574

Selke, Mary J.; Wong, Terrence D.

The Mentoring-Empowered Model: Facilitating Communication in Graduate Advisement.

PUB DATE- Apr 93

NOTE- 20p.; Paper presented at the Conference of the National Academic Advising Association, North Central Region Six (Bloomington, MN, April 23, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Advising; Adult Development;

*Communication Skills; *Developmental Continuity; Developmental Stages; Educational Counseling; *Graduate Students; Higher Education; Psychoeducational Methods; Social Psychology; *Student Characteristics

IDENTIFIERS- *Advisor Role; *Advisory Approach; Erikson (Erik); Protege Mentor Relationship

Academic advisement models in higher education have traditionally focused on the needs of the undergraduate student population. The purpose of this paper is to provide a model for graduate student advisement clarifying the role of the graduate student advisor within a developmental context that meets the needs of adult students. The Mentoring-Empowered Model for Graduate Student Advisement, based upon the psychosocial needs of adult learners is presented. The model addresses graduate students in the context of communication that focuses upon psychological and developmental needs inherent in adult graduate students. It is based on concepts of graduate student advisement, the knowledge base on mentoring in education, and Erikson's stages of human development. The model provides graduate advisors with six characteristics essential to a developmental context for graduate student advisement (communication, trust, openness, acceptance, growth, nurture) and five behavior-specific role functions (sponsor and socializer, teacher, counselor, encourager, and role model). Implementation examples designed to facilitate communication between advisors and advisees are

DESCRIPTORS- *College Students; Computer Literacy; Computer Science Education; Computer Software; Concept Formation; *Generalization; Higher Education; Pilot Projects; *Teaching Methods; *Transfer of Training; *Word Processing

IDENTIFIERS- *Conceptual Abstracting

This study assessed whether word processing can be taught conceptually so that students can decontextualize concepts from a specific program setting and thus achieve a greater level of learning and far transfer. The sample for this study consisted of 38 students at Central Wyoming College enrolled in word processing classes--two sections during Spring 1991 and two sections during Fall 1991. In a pilot study 18 college students were given approximately 6 weeks training in basic word processing. Students in the pilot treatment group were taught using the conceptual abstracting instructional method and were exposed to word processing with two software programs. Students in the pilot control group were only exposed to one word processing program. Both pilot groups were asked to take a transfer posttest in a new program, as well as a test of the program studied. Pilot study results led the researcher to modify the conceptual abstracting instructional method to help students guide their thinking. The study was then conducted with 38 college students as the pilot study had been. Results support the conclusion that the conceptual abstracting instructional method increases both learning and transfer by a small amount. Results also support the use of conceptual frameworks to enhance transfer of computer skills. One figure illustrates an analogy and generic framework for merge operations. (SLB)

ED 358 108

TM 019 874

Daniel, Larry G.

Q-Methodology: An Overview with Comments Relative to Artistic and Scientific Elements of Educational Research.

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Art; Behavioral Science Research; Comparative Analysis; *Educational Research; *Factor Analysis; *Individual Differences; Literature Reviews; Personality Measures; *Q Methodology; Research Methodology; Sample Size; Social Science Research; Theories

IDENTIFIERS- R Technique Factor Analysis

This paper demonstrates how Q-methodology combines artistic and scientific procedures to allow social science researchers to develop and test theories about differences in persons. Q-methodology is based on factor analysis. In R-technique factor analysis, the most commonly used technique, variables define the columns and persons define the rows of the raw data matrix used to create the factored matrix of associations. In Q-technique factor analysis, the same two dimensions are used, although they are reversed. Q-methodology has sometimes been referred to as transposed analysis or inverse analysis. Because it is based on theoretically driven assumptions and computed using complex factor analytic procedures, Q-analysis serves as a fine example of the science of research, but its focus on small samples, intra-individual attitudes, and the researcher's creativity in identifying the emergent person factors yielded

success on a high school proficiency test in seven neighborhoods for a large urban school district. Both areas are in Cleveland (Ohio). Regression results indicate that on the average, an additional 10 percent of students not eligible for free lunch are associated with an additional 4 percent of students passing the proficiency test. At the high school level, income indices for residential zones and pass rates on the proficiency tests were correlated. Policy implications of links between poverty and proficiency success rates are discussed. One table presents a scatterplot for the percent passing all tests with the percent eligible for free lunch. (SLD)

ED 358 127

TM 019 907

Baker, Michele C.; And Others
A Model for Review and Selection of Tests for School District Use.
PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Content Analysis; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Guidelines; Mathematics Curriculum; *Models; *Norm Referenced Tests; Pilot Projects; Public Schools; *School Districts; Test Content; Test Reviews; *Test Selection; Test Use

IDENTIFIERS- Curriculum Related Testing; *Leon County School District FL

In 1992, the Leon County School District in Tallahassee (Florida) began a review process to select a new norm-referenced test. The selection process was efficient and functional, and may be of interest to other school districts. Consideration was given to a variety of sources through the following process steps: (1) establish the norm-referenced test steering committee; (2) establish the process for test review and selection, objectives for the testing, and criteria for test selection; (3) conduct a technical and preliminary test review; (4) conduct a content review for critical curriculum match; (5) review presentations by publishers; (6) provide service documentation from users and publishers' negotiations; and (7) produce a final recommendation, pilot and phase-in plan, and teacher review of final selection. Evaluations by Steering Committee members confirm that the selection process was effective, fair, and efficient. Five appendixes contain summaries of objectives, criteria, and the process; a test review rating chart; and the curriculum/test match worksheet. (SLD)

ED 358 128

TM 019 910

Hambleton, Ronald K.
Translating Achievement Tests for Use in Cross-National Studies.
SPONS. AGENCY- International Association for the Evaluation of Educational Achievement, New York, NY.; National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

polytomous graded response (GR) model. A multidimensional GR model was developed to generate data in one-, two-, and three-dimensional, with two- and three-dimensional conditions varying in their interdimensional associations. Test length (15 and 30 items) and the ratio of sample size to the number of item parameters to estimate were also investigated, using sample sizes of 375 and 750 for the short test and 750 and 1,500 for the longer test. Results show that for unidimensional data a sample size ratio of 5:1 provided reasonably accurate estimation, and that increasing the sample size did not have a significant impact on the accuracy of item parameter estimation. Regardless of data dimensionality, the difficulty parameters were well-estimated, and for the multidimensional data the correlations between estimated item discrimination and the average and the sum of the dimensional discrimination were greater than the correlations between the estimated item discrimination and individual dimensional discriminations. Fidelity coefficients between the mean ability and the ability estimate were greater than those between the ability estimate and the latent traits. The impact of equating on accuracy indices in a multidimensional context was discussed. Seven tables and 16 graphs present analysis data. (Author/SLD)

ED 358 146

TM 019 935

McCloskey, Wendy; And Others

Matching Assessment to the Curriculum in a Systemic Science Reform Project.

PUB DATE- Apr 93

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Curriculum Development; Curriculum Evaluation; Educational Assessment; *Educational Change; Educational Objectives; Elementary Education; *Elementary School Science; Elementary School Students; Evaluation Methods; Grade 6; Intermediate Grades; Middle Schools; *Science Education; Science Instruction; Scores; *Student Evaluation; Systems Development; Test Construction; *Test Use; Test Validity

IDENTIFIERS- *Curriculum Based Assessment; Middle School Students; National Science Teachers Association; North Carolina; *Reform Efforts

The North Carolina Project for Reform in Science Education, which is part of the National Science Teachers Association's Scope, Sequence, and Coordination Project, and the importance of student test scores as an evaluation tool were evaluated. Seven North Carolina schools participated in the project's first year (1991-92), with 21 teachers, and about 1,600 sixth graders. The reform program called for science for 6 years for all students, fewer topics covered in more depth, and a careful and coordinated curriculum with a hands-on approach and assessment examining understanding. Because the goals of the reformed curriculum differed from the curriculum on which the state-mandated science test was based, a method was developed to adjust test scores to allow for the difference and allow the test to be instructionally valid. The adjustment process protected project schools from uninformed decisions about project worth. Students in project schools performed slightly better than did students in control schools on subject matter

Austen, Caryn Kellerhals; And Others

Assessment of Student Learning in Language Arts.

SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.

PUB DATE- Mar 93

NOTE- 14p.; For related documents, see TM 019 959-965. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Assessment; Educational Objectives; Educational Practices; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Guidelines; *Language Arts; *Portfolios (Background Materials); Scoring; *Student Evaluation
IDENTIFIERS- Alternative Assessment; *Performance Based Evaluation; South Carolina

This document, part of a series of papers which describe the assessment of student learning in areas of the curriculum from prekindergarten through grade 12, focuses on assessment in the language arts. Current practices are reviewed. Subsequent sections describe guidelines for appropriate curriculum goals and content in language arts programs. A discussion of traditional and alternative assessment practices in language arts follows. Particular attention is given to portfolio assessment. Many of the strategies described are in the early stages of development and implementation. Some of the better-known assessment strategies such as portfolio assessment and performance assessment still lack clearly stated objectives and uniform standards or criteria for scoring. The approaches sketched in this report do have great potential for providing fair and accurate assessment, with significant impact on the instruction and learning of children. (SLD)

ED 358 166

TM 019 965

Hewitt, Catherine B.; And Others

Assessment of Student Learning in Fine Arts.

SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.

PUB DATE- Mar 93

NOTE- 17p.; For related documents, see TM 019 959-964. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Dance; Drama; *Educational Assessment; Elementary Secondary Education; *Fine Arts; Music; *Portfolios (Background Materials); Self Evaluation (Individuals); *Student Evaluation; Theater Arts; Visual Arts
IDENTIFIERS- Authentic Assessment; *Performance Based Evaluation; South Carolina

This document, part of a series of papers which describe the assessment of student learning in various school curriculum areas from prekindergarten through grade 12, focuses on the assessment of student learning in fine arts education. After an overview of current curriculum goals in fine arts education, subsequent sections describe performance-based and self-

(ED), Washington, DC.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; Educational Change; Educational Improvement; *Educational Planning; Educational Strategies; Elementary Education; Elementary School Students; High Achievement; *High Risk Students; *Instructional Development; *Integrated Curriculum; Low Achievement; Models; Outcomes of Education; Predictor Variables
IDENTIFIERS- *20/20 Analysis; *Marginal Students
This manual is designed to serve as a comprehensive guide for utilizing 20/20 analysis, an instructional planning approach that aims to overcome the disjointedness of current, narrowly formed categorical programs for educating marginal students. The authors explain that 20/20 analysis is a key element in developing an integrated service delivery system in which students showing the most (the top 20 percent) and the least (the bottom 20 percent) progress on significant outcome variables receive intensive study and instruction. The concept does not involve a fixed program but rather an "opening up" of fragmented categorical systems (such as bilingual education and special education). It encourages a broad, systematic, outcome-oriented approach to school improvement. Within this manual, practitioners are provided with the 20/20 rationale, key features and concerns, step-by-step procedures, and follow-through planning at two sample schools, for use in implementing the 20/20 analysis. This true-life example of the 20/20 analysis, using data from "Elementary School A" is provided parallel to each step of the procedure. The manual then offers an illustration of the follow-through steps, which can be taken to improve instruction based on the initial data analysis. Finally, data are provided for several additional schools that have engaged in 20/20 analysis, showing how cross-school comparisons may be useful. Contains 18 references. (Author/JB)

ED 358 184

UD 029 213

Crosby, Margaret S.; Owens, Emma M.
The Disadvantages of Tracking and Ability Grouping: A Look at Cooperative Learning as an Alternative.
PUB DATE- Mar 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Black Students; *Cooperative Learning; Dropout Prevention; Dropout Research; *Educational Discrimination; Educational Practices; Educational Research; Elementary Secondary Education; *Grouping (Instructional Purposes); Hispanic Americans; *Minority Group Children; Nontraditional Education; *Student Placement; Track System (Education)
IDENTIFIERS- Alternative Assessment
Educational practices in tracking and ability grouping are reviewed, and it is suggested that cooperative learning strategies are effective alternatives for students who need preparation for the challenges of citizenship in the future. Research studies have given rise to many criticisms of

Twenty chapters discuss the following topics: the history of immigration in the United States; the dynamics of immigration; immigration law; immigrant education and the courts; refugees' special needs and issues in education; educating illegal and newly legal immigrants; pressures on schools; programs that respond creatively to immigrant children's educational needs; teaching in a multicultural population; adult education for immigrants; learning English as a Second Language; bilingual education; the politics of language in education; immigrants and higher education; financing immigrant education; the politics of immigration and education; and diversity, unity, and opportunity in educating immigrants. A central theme of the volume is the immigrants' commitment to the values of democracy and the importance to the nation's democratic future that immigrants' educational needs be met. Contains over 200 references. (JB)

ED 358 203

UD 029 260

Wright, R. Dean; Wright, Susan E.
Homelessness in Iowa: The 1992 Summary.
PUB DATE- Feb 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Census Figures; Children; Community Programs; *Demography; *Economically Disadvantaged; Elementary Secondary Education; Federal Programs; *Geographic Distribution; *Homeless People; Poverty; Public Housing; Questionnaires; Rural Areas; School Districts; Sociocultural Patterns; *State Surveys

IDENTIFIERS- *Iowa; Shelters

This summary report provides a brief overview of the definitions, methodologies, and findings related to the census of homeless persons conducted in Iowa in 1992. Definitions provided by the McKinney Act and the Department of Education, and the definition used for the Iowa study are included. Questionnaires were administered to school personnel, agency personnel, public housing authorities, and shelter personnel. Responses were received from 1,176 school districts, 14 community action programs, 100 Department of Human Services personnel, 48 general relief agencies, 39 public housing authorities, and 55 shelters. The following findings are highlighted: (1) the number of persons reported "on the street" and "in shelter" has increased; (2) the number of persons reported as "quasi-homeless" decreased, although the number of children described as "quasi-homeless" increased; (3) there was an apparent increase in the numbers of children who are in school compared to previous years; and (4) a total of approximately 1.5 percent of the state population is homeless. Although previous years' research concerning homelessness in Iowa has increased public awareness of the problem, many communities and counties continue to deny the issue and assert that there are no homeless people in their communities, which contradicts official poverty figures. Study data are presented in 8 tables and 14 maps. Includes sample pages from the study instruments and 13 references. (JB)

ED 358 204

UD 029 261

Arthur, Richard; Erickson, Edsel

The underlying causes of black urban poverty are examined, and means are recommended to escape the cycle of violence it creates. Black activists and scholars analyze theoretical and practical problems facing the black community in the United States in the following papers: (1) "Towards a Theory and Strategy for Black Economic Development" (J. Cotton); (2) "The Political Economy of Black Women" (J. Malveaux); (3) "The Black Underclass as Systemic Phenomenon" (M. Jones); (4) "Understanding the Underclass: The Role of Culture and Economic Progress" (C. P. Henry); (5) "Blacks, Politics and the Human Service Crisis" (J. Jennings); (6) "Whither the Great Neo-Conservative Experiment in New York City" (W. Stafford); (7) "Race and Economic Development: The Need for a Black Agenda" (W. Fletcher and E. Newport); (8) "The Theory of Vouchers and Housing Availability in the Black Community" (S. Ards); (9) "The Colonizing Impact of Public Service Bureaucracies in Black Communities" (J. Pope); (10) "Understanding the Persisting Crisis of Black Youth Unemployment" (K. Jennings); and (11) "The Role of Land and African-Centered Values in Black Economic Development" (L. Hogan). A conclusion by R. Hatcher summarizes the major points made in the essays concerning the effective use by African Americans of political power to create an environment and climate to permit expansion of the economic base for community development. (SLD)

ED 358 224

UD 029 297

Higgins, Ruby D., Ed.; And Others

The Black Student's Guide to College Success.

PUB DATE- 93

NOTE- 373p.; Foreword by Louis W. Sullivan.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)

DESCRIPTORS- *Academic Achievement; Black Achievement; Black Colleges; *Black Students; College Admission; *College Attendance; College Choice; College Environment; College Housing; College Instruction; College Planning; Guidelines; Higher Education; Paying for College; Racial Relations; Student College Relationship

IDENTIFIERS- African Americans

Essays and reflections were gathered to create a guide to the college experience for African American students. A survey of the opinions and attitudes of over 1,500 black students at colleges and universities asked what situations or problems confronted them in being admitted to colleges and what problems they encountered in their first year at college. In addition, 250 in-depth interviews with black students were conducted. The situation and problems were organized into themes. Respected black professional educators were asked to write short essays on these themes and to use informal language aimed at youth and families who may not have attended college. Part I discusses "How To Succeed in College" in 14 sections, each of which describes one of the following essential steps in the process: (1) college preparation; (2) choosing a college; (3) beginning the college selection process; (4) obtaining financing; (5) the black athlete; (6) housing; (7) choosing a major; (8) first weeks on campus; (9) race relations; (10) African and Caribbean students; (11) study habits; (12) handling stress and frustration; (13) coping with academic difficulty; and (14) legal and financial aid and affirmative action. Part II

provided. A chart depicting the Mentoring-Empowered Model is appended. (Contains 14 references.) (Author/LL)

ED 358 090

SP 034 575

Dereshiwsky, Mary I.

When "Do It Yourself" Does It Best: The Power of Teacher-Made Surveys and Tests.

PUB DATE- Apr 93

NOTE- 38p.; Paper presented at the Honors Week Symposium

(Flagstaff, AZ, March 31-April 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Test, Questionnaires, Evaluation Instruments

(160), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria;

Evaluation Methods; Evaluators; Interprofessional Relationship;

*Peer Evaluation; *Pilot Projects; *Surveys; Teacher Attitudes;

*Teacher Made Tests; *Test Construction; Test Reliability;

*Test Reviews; Test Validity

IDENTIFIERS- Commercially Prepared Materials; Northern Arizona

Univ Center Excellence in Educ

Classroom teachers have the best possible vantage point for constructing locally appropriate surveys and tests; the fact is, however, that teachers tend to rely on nationally mass-produced and marketed test packages. The purpose of this paper is to present a procedure for developing and refining teacher-made surveys and tests, which would be valid and reliable for meeting local needs. First, a brief rationale is given for teachers producing their own instrumentation. Next, an easy-to-apply process for developing and pilot-testing one's surveys and tests is presented, a process that requires no computers or statistics, but rather depends on open sharing, discussion, and communication with colleagues. To illustrate these procedures, an actual example of a survey used to evaluate the 1992 Arizona Leadership Academy is provided. Four figures are included. Figures 1 and 2 graphically depict factors to consider in designing locally appropriate instrumentation, and show various perspectives of "expert judges" in the instrumentation pilot-test process. Figures 3 and 4 consist, respectively, of a sample general pilot-test matrix and a pilot-test matrix of expert judges' comments from the 1992 Arizona Leadership Academy Evaluation. Appendices provide a draft of a cover letter to be mailed to pilot-test judges, an initial survey draft, pilot judges' comment sheet, and a final (post-pilot) survey draft. (Contains 20 references.) (LL)

ED 358 091

SP 034 577

McEneaney, John E.; And Others

Preservice Teachers' Computer Attitudes in Non-Computer Classes.

PUB DATE- 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; Comparative Analysis; *Computer Attitudes; *Computer Science; Education Courses; *Education

Majors; Elective Courses; Elementary Secondary Education;

Higher Education; *Methods Courses; Negative Attitudes;

Participant Satisfaction; Preservice Teacher Education;

Required Courses; *Student Attitudes

IDENTIFIERS- Preservice Teachers

by the analysis make it a highly artistic technique as well. Over 1,500 studies using Q-methodology can be found in the social science literature. Its contribution to behavioral research has been recognized. One figure gives an example of an unnumbered graphic scale, and a 57-item list of references is included. (SLD)

ED 358 109

TM 019 875

Freeman, Jared T.; Guillen, Julio
Formative Evaluation of a Generic Decision Aid for Classroom Use.
PUB DATE- Apr 93

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biology; *Classification; Comparative Analysis; Computer Uses in Education; Databases; Decision Making; *Formative Evaluation; Higher Education; Information Retrieval; *Search Strategies; Statistics; *Undergraduate Students; *User Needs (Information)

IDENTIFIERS- Cognitive Flexibility; *Decision Aids; *XPT EASE

Results of a formative evaluation of a decision aid for students of taxonomic domains such as statistics or biology are reported. The tool, XPT-EASE, is designed to allow a student to search a taxonomy by traversing its branches in an arbitrary order, presumably the order simplest for the student, rather than by starting from the root node and proceeding from one connected branch to the next. XPT-EASE is a generic shell for decision aids. For this study, it was equipped with a database concerning statistical methods. Eight undergraduates in a statistics course participated, half using a flexible version of XPT-EASE and half using a static version. In the flexible version, the attributes were presented in a single menu and their order was randomized on every presentation, while in the static version, only one attribute was presented at a time. The flexible version pared the list of candidate techniques as the students selected attribute values, but in the static version, the list was not trimmed until all selections were made. Results indicate that the flexible version boosts speed and accuracy with which subjects identify statistical techniques relative to the static version, which presents queries in a set order as do traditional decision aids. (SLD)

ED 358 110

TM 019 876

Mann, Doug
The Relationship between Diagnostic Accuracy and Confidence in Medical Students.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; *Clinical Diagnosis; Comparative Analysis; *Confidence Testing; *Decision Making; Higher Education; Medical Education; Medical Evaluation; *Medical Students; *Metacognition; Osteopathy; Physicians; Probability;

DESCRIPTORS- Achievement Tests; Cross Cultural Studies; Cultural Differences; Data Collection; Foreign Countries; Guidelines; International Studies; Interpreters; Language Skills; Quality Control; Research Design; Scores; Second Languages; Test Format; Testing Problems; Test Use; Test Validity; Translation

IDENTIFIERS- Test Equivalence

Translating achievement tests and questionnaires prepared in one language and culture for use in other languages and cultures has been a long-standing practice. Unfortunately, there is considerable technical evidence that suggests that the quality of test translations varies considerably, and too often the translations are not very good, thus reducing the validity of any results produced with the translated tests and questionnaires. Four important problems that arise in translation that must be considered are: (1) the selection of translators; (2) identifying the appropriate language for the target version of the test; (3) identifying and minimizing cultural differences; and (4) finding equivalent words or phrases. Several methods for establishing the equivalence of translated tests are reviewed. Two judgmental methods are forward translation (pretest method) and back translation, in which the test is translated to the target language and back to the original by a second translator. Three data collection designs that have been used in establishing test score equivalence of source and target language versions of a test are reviewed. Fourteen guidelines are presented for translating tests and establishing score equivalence. A 40-item list of references is included, as well as French and English abstracts of the document. (SLD)

ED 358 129

TM 019 911

Kulm, Gerald

A Theory of Classroom Assessment and Teacher Practice in Mathematics.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; Classroom Research; Educational Assessment; Educational Change; Educational Practices; Educational Theories; Elementary School Teachers; Elementary Secondary Education; Knowledge Level; Mathematics Instruction; Mathematics Teachers; Secondary School Teachers; Student Evaluation; Teaching Methods; Theory Practice Relationship; Thinking Skills

IDENTIFIERS- Alternative Assessment

The theoretical and practice-based framework is presented for a study that explored the effect of teachers' use of alternative assessment on their mathematics teaching. A model for the impact of alternative assessment on teacher knowledge and classroom teaching processes is proposed, building on work by E. Fennema and M. L. Franke (1992) and P. L. Peterson (1988). A research study to test the model is described, including a description of the coursework provided and a discussion of the methodology and data sources. Subjects were 17 female teachers and 1 male teacher (4 African Americans and 14 Whites) in grades 4 through 10. In addition to data from observations of

taught more extensively in the project schools. Efforts to develop alternative assessments for the project schools are briefly described. Results highlight difficulties arising in using student testing as a program effectiveness summative criterion. Experiences show some legitimate formative functions that tests can serve. Appendix A contains a matrix of sixth grade goals by content area. Appendix B gives sample performance assessment item sets. (SLD)

ED 358 147

TM 019 942

Short, Edmund C.

The Use of Multiple Theories of Inquiry in Educational Research.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aesthetic Values; Critical Theory; Educational Philosophy; *Educational Research; Elementary Secondary Education; *Epistemology; Experimenter Characteristics; Hermeneutics; Higher Education; *Inquiry; Phenomenology; Qualitative Research; Researchers; *Research Methodology; *Theories; Theory Practice Relationship

IDENTIFIERS- *Normative Philosophy

This paper explores how various perspectives influence inquiry in education. Normative perspectives function as implicit theories of inquiry as a researcher undertakes formal inquiry, and such theories should be acknowledged. Epistemological as well as methodological issues raised by conceiving of such theories as normative rather than merely procedural are discussed, and a plea is made for all educational scholars to recognize the place of their theories of inquiry in their research activities. A theory of inquiry should be both acknowledged and, in fact, chosen deliberately and self-consciously to follow inquiry processes in a reasoned and open manner. In more qualitative research, there has been more acknowledgment of the role of normative theory of inquiry. Examples are given in the work of aesthetic inquiry in education and in phenomenological and hermeneutical inquiry. The form of inquiry that most carefully defines its normative perspective is that known as critical inquiry. The summary point is that the use of multiple theories of inquiry in educational research is evident and that this should be acknowledged and accepted. (SLD)

ED 358 148

TM 019 943

Jensen, Gail M.; Saylor, Coleen

Portfolios and Professional Development in the Health Professions.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Allied Health Occupations; *College Students; Educational Assessment; Evaluation Utilization; Higher Education; Masters Programs; Medical Education; *Nurses; *Physical Therapists; Pilot Projects; *Portfolios (Background

assessment as they relate to the fine arts disciplines of dance, music, theater/drama, and the visual arts. State activities and guidelines and a brief summary of issues in fine arts education are also provided. Portfolio and performance-based assessment methods are well-established in the fine arts, where they have been field tested and documented. In contrast, in many fields authentic assessments of this sort are just emerging. The assessment strategies used in fine arts provide well-developed models that can be useful in other fields and disciplines. (SLB)

ED 358 167

TM 019 969

Abadir, Laila; And Others

Effects of Mastery Learning Strategies on Community College Mathematics Students' Achievement and Success Rate.

PUB DATE- Apr 93

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Age Differences; Basic Skills; Community Colleges; *Individualized Instruction; *Interactive Video; Learning Strategies; Lecture Method; *Mastery Learning; *Mathematics Achievement; Mathematics Instruction; Pretests Posttests; *Sex Differences; Teaching Methods; Two Year Colleges; Two Year College Students

IDENTIFIERS- *Grade Success Rate

The effects of mastery learning strategies, interactive video mathematics (IVM), individualized instruction (IND), and the lecture method on mathematics achievement of community college students was studied. Interactions among instructional methods, gender, and age were examined; and the grade success rate was determined for each instructional method. The IND and IVM methods were characterized by mastery learning principles. Pretest and posttest components determined the mathematics achievement of college freshmen. Of 377 students enrolled in basic skills mathematics courses at an urban multicampus two-year community college for whom pretest results were available, complete data were obtained for 137 adults aged over 22 years and 82 traditional students aged 17 to 22 years. The efficacy of the methods was compared, and a final grade success rate was determined for each group using chi-square for testing significant differences. IVM and IND methods had a positive educational influence on students' achievement on mathematics basic skills posttest scores, but, because many of these students did not complete the course in 10 weeks, grade success rate was significantly lower for these methods than for the lecture method. No significant difference was found for gender on the main effects, but a significant difference for simple effects shows that males favor the IVM method. Those over 22 years old had higher achievement than did those in the traditional college age group. Six tables present study data. (SLB)

ED 358 168

TM 019 970

Rafferty, Eileen A.

Urban Teachers Rate Maryland's New Performance Assessments.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the American

tracking, particularly as it relates to minorities, although some educators continue to believe that it has beneficial effects. Educational research has indicated that cooperative learning may have important benefits for African American and Hispanic students. It builds on the social instincts of children as they work toward academic and social skills objectives. The controversy over tracking and ability grouping remains unresolved, but the practice continues to be widely implemented. Cooperative learning appears to be a viable alternative, which may eventually eliminate interest in tracking and ability grouping. Many educators will need professional development to become proficient in cooperative learning processes. (SLD)

ED 358 185

UD 029 215

Baron, Augustine, Jr.; Vasquez, Melba J. T.
Parents and Schools: Success through Partnership. A Presentation Guide for School Administration & Teachers ((and)) Arriba los padres y las escuelas: una asociaci3n critica. Guia para padres hispanos.

PUB DATE- 90

NOTE- 25p.

LANGUAGE- English; Spanish

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- *Academic Achievement; Administrators; *Cultural Differences; Educational Cooperation; Educational Experience; Elementary School Teachers; Elementary Secondary Education; Group Discussion; *Hispanic Americans; Outreach Programs; Parent Participation; *Parent School Relationship; *Partnerships in Education; Secondary School Teachers; *Spanish Speaking; Videotape Recordings

These two documents pertain to the "Parents and Schools: Success through Partnership" program. The presentation guide for school administrators and teachers" is intended to help school personnel present the program and its associated video, which addresses common culturally-based causes of misunderstandings between Hispanic American parents and school personnel. The video highlights the importance of parents and schools working together to enhance the school experience of the Hispanic student. Suggestions for leading group discussions are given, along with an imagery exercise to help teachers and administrators put themselves in the place of Hispanic parents. "Guia para Padres Hispanos" is the Spanish-language guide for parents participating in the program. It introduces and expands on the video. Attached are an English-language and a Spanish-language brochure that describe the parent outreach program and review its materials. An order blank is included to request the program literature. (SLD)

ED 358 186

UD 029 216

Parents Make A Difference.

PUB DATE- 91

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

Gangs and Schools.

PUB DATE- 92

NOTE- 205p.; Foreword by Alan McEvoy.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Children; Community Role; *Delinquency; Disadvantaged Youth; *Educational Environment; Elementary Secondary Education; *Juvenile Gangs; *School Role; *Social Problems; Teacher Role; *Urban Culture; Urban Education; Urban Problems; Urban Youth; Violence

This book explores the U.S. gang problem, based on the author's 35 years of experience as a high school and junior high school teacher, principal, and community organizer in Oakland and Los Angeles (California). Chapters discuss the subculture of gang worlds, reasons why youth are attracted to gangs, how educators can reach out to students, the hold that gangs have on members, the role of important others in adolescent development, classroom climate, the importance of the learning climate in gang membership attraction, the importance of an atmosphere of safety to discourage gang formation, and the role of community school settings. Gangs are the result of urban decay, poverty, discrimination, family disorganization, cultural differences, social class resentments, and dislocation. Gang members generally are children growing up in neighborhoods where youth gangs are rampant, and where turf wars, trade wars, drugs, homeless children, guns, and cynical values prevail. Many gang members are moved by their desires to overcome the feared experience of personal failure, and others join gangs through intimidation and desire for social status. Gangs are emerging into powerful economic, political, and quasi-military forces, with the ability to corrupt judges, police officers, legitimate businesses, family life, and schools. Schools can reduce the attractiveness of gangs by promoting the "bonding" of students to teachers, classrooms, schools, and their communities while preparing students with the knowledge, skills, and values for making healthy choices. (Contains 70 references.) (JB)

ED 358 205

UD 029 263

Andranovich, Gregory D.; Riposa, Gerry
Doing Urban Research. Applied Social Research Methods Series,
Volume 33.

PUB DATE- 93

NOTE- 116p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Data Collection; Evaluation Methods; Measurement Techniques; National Surveys; Population Distribution; Research Administration; Research Design; *Research Methodology; Research Needs; Research Projects; *Social Science Research; *Urban Areas; Urban Environment; Urban Problems

A framework is provided for asking research questions and implementing an applied urban research project. Chapter 1 gives a brief overview of the term "urban" and the field of urban research. Chapter 2 discusses how different levels of analysis can be used in doing urban research. Chapter 3 suggests the

contains the personal stories of 27 college students and graduates. Part III is a college and university directory, which also addresses what students should ask recruiters and provides a sample letter to recruiters. (JB)

Ed 358 225

UD 029 299

African American Male Task Force Report.

PUB DATE- Jul 92

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Black Education; *Black Students; College Attendance; Curriculum Development; Demography; Dropout Rate; Educational Environment; *Educational Improvement; Elementary School Students; Elementary Secondary Education; Higher Education; *Males; *Outcomes of Education; Preschool Children; Preschool Education; School Districts; Secondary School Students; State Surveys

IDENTIFIERS- *African Americans; *North Carolina

A review of North Carolina public preschool, elementary school, and secondary school education was done with the aim of increasing school districts' effectiveness in improving outcomes for all students, particularly improving the low achievement and postsecondary school attendance rates of African American males. Focus was on determining the status of these students, compiling and evaluating educational research to determine applicability for programs in North Carolina, and identifying existing resources available to African American children in the state. The effort proceeded through an evaluation of research findings and statistical profiles, becoming familiar with state programs and resources, and working with a national expert on multicultural education. The review developed recommendations in the areas of staff development, curriculum and instruction, and other initiatives. Specifically, the review called for staff development to increase abilities to work with diverse students; inclusion of the perspectives, contributions, and impact of a variety of cultural groups in school curricula; and extension of the work of the Task Force through the establishment of a Council on the African American Male. Contains 48 references. (JB)

Ed 358 226

UD 029 301

Summer Challenge: Model Summer Programs for Disadvantaged Students.

PUB DATE- May 93

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Children; *Compensatory Education; Curriculum Design; *Disadvantaged Youth; Economically Disadvantaged; Educational Assessment; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Parent Participation; Program Descriptions; *Program Design; Program Effectiveness; Public Schools; *Summer Programs; Summer Schools

This guide is designed to help school staff plan effective summer programs for disadvantaged children by offering an array of ideas for designing exciting and stimulating summer programs

Most studies investigating preservice teachers' attitudes towards computers have drawn subjects from required computer classes or from elective courses. This study examines computer attitudes of preservice teachers in reading, mathematics, and science education methods courses which have not traditionally emphasized the role of computers in the classroom. An instrument measuring attitude was developed and administered to preservice teacher education students (N=360) enrolled in noncomputer education methods courses. Results of the study, reported in two stages, indicate that the factor structure of student attitudes toward computers in methods courses is similar to that assessed in computer education courses and represent: (1) general attitudes towards computers; (2) positive feelings for computers; (3) understanding the utility of computers; and (4) negative feelings for computers. Contrary to expectations, however, the attitudes of students in required methods courses were significantly more positive than the attitudes of their counterparts in computer education electives. (LL)

ED 358 092

SP 034 578

Taylor, Vivian; And Others
Educating Prospective Teachers for Accommodating the Diversity in
PK-12 Schools.

PUB DATE- 92

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; *Cooperating Teachers; Cooperative Learning; *Curriculum Development; Diversity (Institutional); Educational Practices; Elementary Secondary Education; Higher Education; Preschool Education; *Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; Teacher Education Curriculum; Teaching Experience

IDENTIFIERS- *Diversity Concept

This study was conducted to examine the diversity of student teachers', cooperating teachers', and student teacher supervisors' expectations and perceptions of achievement for the student teaching internship; and to describe a collaborative process for accommodating student diversity in the teacher education program. A nationally represented sample of 1821 student teachers, 455 cooperating teachers, and 51 college supervisors was drawn from 44 teacher education programs located in 30 states. A pre-inventory was administered during the first 2 weeks of internship and the post-inventory was completed during the last two weeks. Curriculum and instructional implications derived from the data suggest: (1) teacher education programs must enable prospective teachers to learn the practice by working with other teachers in collegial settings; (2) learning to accommodate diversity among future teachers is a developmental and collaborative process; (3) a process approach to instruction enables preservice teachers critically to examine their expectations and perceptions of achievement as they learn the practice of teaching; and (4) the use of authentic assessment procedures allows students and teacher educators collaboratively to improve the practice of teaching. (Contains 47 references.) (LL)

ED 358 093

SP 034 582

Future Directions: HIV/AIDS Education in the Nation's Schools.
SPONS. AGENCY- Dyson Foundation, New York, NY.

Psychology; *Self Esteem
IDENTIFIERS- *Accuracy; Adjusted Resolution; Rater Reliability
Studies in psychology and clinical decision making have shown that research subjects and physicians are often overconfident in the accuracy of their judgments. In these studies, groups of 20 first-year and 27 third-year osteopathic medical students at the Ohio University College of Osteopathic Medicine (Athens) were slightly underconfident in their ability to classify artificially-generated abnormal heart rhythms, with good "calibration" at higher confidence levels. Evaluating individuals on "adjusted resolution," which provides an index of the ability to sort correct and incorrect diagnoses into different confidence levels, reveals a curvilinear relationship between diagnostic metacognition (adjusted resolution) and accuracy. The best metacognition was found in subjects achieving 70 to 85 percent diagnostic accuracy. Implications of these findings are discussed. Three figures illustrate the discussion, and an appendix contains a diagram of the decomposition of mean probability scores. (SLD)

ED 358 111

TM 019 877

Oosterhuis-Geers, Joke

PROCEDURE To Promote Effective and Efficient Study Skills
(PROPEs) with PA-Students.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Students; Course Evaluation; Cutting Scores; Foreign Countries; Higher Education; Learning Strategies; Mentors; *Public Administration Education; Questionnaires; Stress Management; *Student Motivation; Study Habits; *Study Skills; Training

IDENTIFIERS- *PROCEDURE to Promote Effect Effic Study Skills; Study Pace; *Twente University of Technology (Netherlands)

The Faculty of Public Administration at the University of Twente in Enschede (Netherlands) asked for a course in study skills to improve the passing rates of public administration (PA) students. Interviews with students and a questionnaire about study skills confirmed the need for such a course, but the University's previous experience suggested that existing courses were not adequate. The PROCEDURE to Promote Effective and efficient Study skills (PROPEs) was developed and implemented in 1991. PROPEs involves teacher mentoring, early confrontation with study pace (a measure of the number of examinations, weighted by difficulty that a student has to pass, divided by the number he or she must pass to finish in 4 years) changing attitudes, submitting a diagnostic questionnaire, and giving short courses in study skills training. Research results indicate that the PROPEs group of 136 students improved their study pace and study effectiveness more than did the equivalent control group. PROPEs students improved in experiencing less stress, using knowledge more often, receiving more signals about the learning process, and more often studying with friends. A screening function was partially met by PROPEs, in that very high-performing students did not make use of PROPEs because they did not need help, and low-performing students would not participate because of lack of motivation. Three figures and five tables present study

teachers, results from informal data are presented, including class notes, teacher-made tests, and summaries written by the teachers describing assessment strategies. These data, along with those from observations and student reports, provide evidence that knowledge and use of alternative assessments did help mathematics teachers change their teaching strategies to reflect approaches shown by research to result in higher order thinking. One table gives a sample course syllabus, and one figure illustrates teacher concepts. (Author/SLB)

ED 358 130

TM 019 913

Webster, William J.; And Others
Effectiveness Indices: The Major Component of an Equitable Accountability System.

PUB DATE- Apr 93

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related paper, see TM 019 915.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Accountability; *Achievement Gains; Comparative Analysis; Criterion Referenced Tests; Effective Schools Research; Elementary Secondary Education; Identification; Models; Multiple Regression Analysis; Norm Referenced Tests; *Outcomes of Education; Rewards; *School Effectiveness; Scores; Standardized Tests; Test Use

IDENTIFIERS- *Dallas Independent School District TX; *School Effectiveness Indices

Distinct multiple regression models are discussed, along with issues and problems related to their application to the practical problem of identifying effective schools. Statistical results obtained from the application of each model are discussed. The first model was implemented in 1984, and the second in 1992. In 1984, it was decided to identify effective schools in terms of student achievement in the basic areas of reading, mathematics, and language usage. The emphasis was on standardized test scores. In 1992-93, the outcomes used for effectiveness indices include: (1) a nationally normed standardized test; (2) a state-mandated criterion referenced test with a writing sample; (3) 143 separate course-related criterion-referenced tests; (4) student promotion rate; (5) student graduation rate; (6) attendance rate; and (7) percentage of students taking the Scholastic Aptitude Test and average scores. In 1993-94, additional indices will be added. The effectiveness indices are an important part of the three-tier system of accountability being implemented in the Dallas (Texas) public schools. One table and one figure present analysis results. A 55-item list of references is included. Also provided is a description of the school performance improvement awards, a financial awards plan for effective schools. (SLD)

ED 358 131

TM 019 914

Plake, Barbara S.; Impara, James C.
Teacher Assessment Literacy: Development of Training Modules.
Report on an NCME-Based Kellogg Foundation Grant.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

Materials); *Professional Development; Self Evaluation (Individuals); Student Evaluation; Test Use
IDENTIFIERS- *Performance Based Evaluation; *Reflection Process
The usefulness of portfolios for professional development and reflection was studied in the disciplines of physical therapy and nursing. The student sample may not represent the larger population of professional students, but data are presented as useful in understanding more about the general phenomenon of use of portfolios in professional education. Subjects were 32 entry-level master's degree physical therapy students in a research course, 12 baccalaureate nursing students in a community health practicum, and 5 master's degree nursing students in a clinical teaching practicum. Portfolios were prepared by students and used in combination with student self-evaluations and instructor assessments. Data suggest that the use of portfolios promoted student reflection on professional development. Identified portfolio components and implementation benefits and barriers are relevant findings for educators wishing to facilitate reflection. One table lists some example guidelines for portfolio development. (SLD)

ED 358 149

TM 019 946

Robinson, Jack
Faculty Orientations toward Teaching and the Use of Teaching Portfolios for Evaluating and Improving University-Level Instruction.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Accounting; *College Faculty; *Course Evaluation; Dental Assistants; Departments; Educational Improvement; Educational Research; Evaluation Criteria; *Evaluation Methods; Higher Education; Interviews; *Portfolios (Background Materials); Sociology; Teacher Attitudes; *Teacher Evaluation; Teacher Response; Universities
Faculty members' reactions to constructing and evaluating course portfolios were examined, and how that process might be improved was explored as part of an annual evaluation of teaching. Three college departments (sociology, accounting, and dental hygiene and assisting) volunteered to use portfolio review in the 1991-92 school year. In all, 22 faculty members from these departments were interviewed about the portfolio development process (approximately 53 to 64 percent of the faculty members in each department). Overall, the portfolio development process did not work well. Most faculty members felt that they did not get anything out of constructing the course portfolios, that the portfolios did not capture their ideas about teaching, and that making judgments about the portfolios for evaluation purposes was difficult. Faculty members generally thought that the criteria were not explicit enough to use for faculty evaluation. Anytime a department chooses to conduct a portfolio review, it must recognize the time-consuming nature of the portfolio construction and evaluation process. Some suggestions are made for implementing course portfolios without using them for accountability purposes too early in the process. (SLD)

ED 358 150

TM 019 947

Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- "Educational Assessment; Elementary Education; "Elementary School Teachers; Evaluation Methods; Evaluation Problems; Grade 3; Grade 5; Grade 8; State Legislation; "State Programs; "Student Evaluation; Teacher Attitudes; Testing Programs; Thinking Skills; "Urban Schools; Urban Teaching IDENTIFIERS- Alternative Assessment; Baltimore City Public Schools MD; "Maryland School Performance Assessment Program; Open Ended Questions; "Performance Based Evaluation; Teacher Surveys

Maryland, the first state to mandate performance assessments for its elementary school students, administers the Maryland School Performance Assessment Program as a week-long series of activities measuring reading, writing, language in use, science, and social studies for students in grades 3, 5, and 8. Open-ended questions are built around activities or tasks that often involve hands-on manipulation. Urban teachers at 144 Baltimore City Public School sites, in Baltimore (Maryland), and school-based staff were surveyed regarding the program, with attention to procedural items (teacher comfort with mechanical aspects of these tests), preparation and administration, and attitudes about the tests. Of 1,436 forms distributed, 404 were returned, a response rate of just over 28 percent. Results show that tests were rated most positively for grade 8, less so for grade 5, and somewhat negatively for grade 3. Teachers expressed concerns about being underprepared for the activities, and concerns about methods of administration. Overall reviews of the tests were equivocal. Although 48 percent rated the tests as not essentially worthwhile, most respondents felt that they measured thinking skills better than multiple-choice tests did, and most felt that the tests would change educational practices. Four tables present survey findings. (SLD)

ED 358 169

TM 019 973

Song, Qiang; Chissom, Brad S.

New Models for Forecasting Enrollments: Fuzzy Time Series and Neural Network Approaches.

PUB DATE- Apr 93

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluation/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- "Enrollment Projections; Enrollment Trends; "Evaluation Methods; Higher Education; "Mathematical Models; Predictive Measurement; "Research Methodology; Robustness (Statistics); School Statistics; Trend Analysis; Universities IDENTIFIERS- "Artificial Neural Networks; "Fuzzy Time Series; Stochastic Analysis

Since university enrollment forecasting is very important, many different methods and models have been proposed by researchers. Two new methods for enrollment forecasting are introduced: (1) the fuzzy time series model; and (2) the artificial neural networks model. Fuzzy time series has been proposed to deal with forecasting problems within a fuzzy environment. In this

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- *Academic Achievement; Black Education; Black Organizations; *Blacks; *Educational Cooperation; Elementary Secondary Education; Group Discussion; *Outreach Programs; Parent Education; *Parent Participation; Parent Role; Parent School Relationship; Public Schools; *Videotape Recordings
This outreach program for black parents is based on the knowledge of how much they care about their children. It identifies some of the ways that black parents can become involved in their children's schooling. Black organizations and churches have historically championed the cause of education for black children, and this program adds a tool for them to reach out to black parents. The group discussion guide is designed for use with the videotape "Parents Make A Difference." Both the guide and the videotape discuss improving cooperation between parents and schools. "Parents Make A Difference: Church, Community, Social, and Civic Presentation Guide" contains a presentation script for organizations to use in leading discussions based on the program's video. An attached brochure introduces the program, summarizes and highlights its important points about parent involvement, and indicates how to obtain copies of the presentation guides. (SLD)

ED 358 187

UD 029 226

Enloe, Walter, Ed.; Simon, Ken, Ed.
Linking through Diversity: Practical Classroom Methods for Experiencing and Understanding Our Cultures.

PUB DATE- 1 Feb 93

NOTE- 190p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Childrens Art; *Classroom Techniques; Cultural Awareness; *Cultural Differences; Cultural Pluralism; *Educational Practices; Educational Technology; Elementary Secondary Education; Ethnic Groups; Interactive Video; *Intercultural Programs; Minority Groups; *Multicultural Education; Social Integration; *Teaching Methods; Telecommunications

IDENTIFIERS- *Global Education

The articles of this collection offer a window into the classrooms of teachers who provide activities that support multicultural and global education. "Intercultural" is used rather than multicultural because it suggests interacting in a way that increases the understanding and respect we have for our many cultures. The following papers are presented: (1) "A Case for Creating the Intercultural Classroom" (B. D. Hoffman); (2) "Letting the Outside In: Teaching from the Commonplace" (P. A. Richards); (3) "Links along the Mississippi River" (K. Simon); (4) "Video Letter Exchanges" (L. Johnson); (5) "Cross-Cultural Exchanges via Games" (J. L. Boler); (6) "Educational Technology" (C. Fitzpatrick); (7) "The Telecommunicating Classroom" (T. Pierson); (8) "The Magic of Children's Art" (M. L. Warren); (9) "Culture Discovery Boxes" (M. Stock); and (10) "Hiroshima and the 1000 Crane Club" (W. Enloe). Appendixes list organizations with global materials, the U.S. addresses of foreign embassies, and pen pal organizations. (SLD)

ED 358 188

UD 029 227

need for strategic thinking in the applied research process and provides the steps in this process. Chapter 4 discusses issues facing the researcher in designing research projects, including a section on administrative principles and management techniques. Chapter 5 focuses on data collection, data sources, and techniques for obtaining data. Chapter 6 discusses the presentation of the research results, and chapter 7 provides a prospectus for urban research. Most chapters are followed by exercises to help the reader process and apply the information in the chapter. Twelve boxes highlight information, 2 figures illustrate the discussion, 5 tables present additional data, and 162 references are included. (SLD)

ED 358 206

UD 029 264

Hill, Howard D.
Effective Strategies for Teaching Minority Students.

PUB DATE- 89

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Ethnic Groups; Guidelines; Health Education; High Risk Students; *Minority Groups; *Multicultural Education; Parent Participation; Reading Instruction; Special Needs Students; *Teacher Education; *Teaching Methods; *Urban Schools

A large percentage of practicing teachers has not had courses in urban education or multicultural studies. This volume attempts to fill the void for teachers who find themselves teaching minority students but are unsure about how to best meet their needs. An overview is provided of many issues that are essential in teaching minority students. Chapter titles include the following: (1) Requisite Preparation for Teachers of Minority Students; (2) Student Success in School and Life; (3) Facilitating Learning and Achievement; (4) Educators Developing Cultural Sensitivity; (5) Teaching the Exceptional Student; (6) Exit Examinations Are Not the Problem; (7) Beyond the Basic Skills; (8) Child Abuse: A Social and Societal Problem; (9) Communicating through Other Languages and Dialects; (10) Global and Multicultural Understanding Skills; (11) Developing Communication and Rapport with Parents of Minority Students; (12) Home Visitations for Teachers; (13) Communication about AIDS and Health Practices; (14) Reading: The "Basic" Basic Skill; (15) Athletics and NCAA Proposition 48; (16) Minority Students: Why Wait for Them To Fail?; (17) Teaching: No Pain, No Gain; (18) Teachers Are Their Students' Keepers; (19) Praise, Encouragement, and Feedback in Instruction; and (20) Postscript: Effective Teaching Success. (SLD)

ED 358 207

UD 029 265

Christensen, Marge
Motivational English for At-Risk Students: A Language Arts Course that Works.

PUB DATE- 92

NOTE- 109p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

and offering important information from research and practice on what makes an effective summer program. If schools are to expect excellence from disadvantaged children, these children must have challenging, positive summer experiences they can use as a base for future learning. In addition, summer experiences should offer a chance to bring new levels of self-confidence and achievement to disadvantaged students. Structural attributes of successful programs include strong instructional leadership, high expectations, and respect for diversity. Organizational arrangements involve efficient use of time, staff development, and parent involvement. Components of good curriculum and instruction build on students' prior knowledge, and emphasize classroom management, integrated learning, and recognition of success. Accountability and use of appropriate assessments are hallmarks of the schools' sense of responsibility to students and the community. Sixteen model summer programs are described including goals, curriculum and instruction, evidence of success, and comments and contact persons. Appended is a list of places providing information and assistance, including Chapter 1 Technical Assistance Centers and regional education laboratories. (JB)

ED 358 227

UD 029 302

Hulteen, Bob, Ed.; Wallis, Jim, Ed.
America's Original Sin. A Study Guide on White Racism. New,
Expanded Edition.

PUB DATE- 92

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- American Indian History; American Indians; Black
History; Blacks; Christianity; *Essays; Racial Attitudes;
Racial Bias; *Racial Discrimination; Racial Integration; Racial
Relations; Sex Bias; Slavery; Study Guides; *United States
History; Whites

IDENTIFIERS- Theology

This study guide offers 53 essays and articles in 9 study sessions on the causes and consequences of racism and a vision for change from a Christian perspective. The guide is updated to include articles addressing issues raised by the riots in Los Angeles (California), the 25th anniversary of the legislative victories of the Civil Rights Movement, and the Columbus quincentenary. The guide argues that the founding racial crimes of the nation, extermination of the indigenous populations and slavery of Africans, are the nation's "original sins," which have theological as well as historical meanings that must be faced. The resource is structured to facilitate a study-action-reflection process that is most effective when used in a group setting with time for discussion of the articles and accompanying study questions. Study Session 9 and Appendix 1 offer practical suggestions and "how-to" information for such activities. Study Session titles are as follows: (1) "Racism: Prejudice of the Powerful"; (2) "The Deep Scars of Discrimination"; (3) "The Pain of Oppression"; (4) "An Uncomfortable Privilege"; (5) "Pioneers in Racial Justice"; (6) "What's Wrong With Integration?"; (7) "Body, Blood, and Spirit"; (8) "The Data of a New America"; and (9) "A Call to Action." Appendixes describe educational activities designed to involve others in the process of confronting racist attitudes in one's church and community, list national organizations, and

PUB DATE- 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Advisory Committees; *Content Analysis; Curriculum Design; Elementary Secondary Education; Health Education; National Surveys; Policy Formation; *Program Evaluation; Review (Reexamination); *State Curriculum Guides; State Legislation; *State Programs

While states have developed the infrastructure to support effective education programs on Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), inadequacies exist in the content of curricula, guidelines, and program design. Many state programs fail to provide children with all the information they need in order to avoid and reduce the risk of becoming infected with HIV. A two-part study was conducted by the Sex Information and Education Council (SIECUS) to review state legislation, policy, curricula, and guidelines with respect to education programs for elementary and secondary school students. First, a survey of each state's HIV/AIDS education program was taken of HIV/AIDS education specialists regarding program implementation of state law or policy, advisory committee composition, the status of teacher preparation, parental options, evaluation criteria, placement of HIV/AIDS education programs within subject areas, and teacher classroom instruction. Second, the content of 34 state curricula/guidelines was analyzed to evaluate program scope and quality. Recommendations for improving state HIV/AIDS education based upon study findings and input from an advisory panel are provided. Names of the SIECUS HIV/AIDS Education Advisory Panel, how state curricula and guidelines were evaluated, three exemplary curricula and guidelines, and state profiles are included. (LL)

Ed 358 094

SP 034 583

Hart, James E.; Ritson, Robert J.

Liability and Safety in Physical Education and Sport: A Practitioner's Guide to the Legal Aspects of Teaching and Coaching in Elementary and Secondary Schools.

PUB DATE- 93

NOTE- 221p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Accident Prevention; *Athletic Coaches; Athletic Equipment; *Case Studies; *Court Litigation; Educational Practices; Elementary Secondary Education; Equipment Standards; Injuries; Legal Responsibility; Physical Education Facilities; *Physical Education Teachers; Safety; School Law; *Torts

IDENTIFIERS- *Negligence; *Risk Management

Physical education and athletic staffs have numerous opportunities to become entangled in legal disputes. The information in this guide offers guidance for safer athletic programs and management of risk while reinforcing sound educational practice. The guide provides an overview of tort liability and negligence theory, followed by a discussion of various defenses employed by school districts and their employees when engaged in a lawsuit. Case summaries illustrate

findings. (SLD)

ED 358 112

TM 019 878

Johnson, R. Burke

Models of Evaluation Utilization: A Meta-Modeling Synthesis of the Literature.

PUB DATE- Apr 93

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Causal Models; Communication (Thought Transfer);

Context Effect; Decision Making; Etiology; *Evaluation

Utilization; Feedback; Influences; *Literature Reviews;

Organization; Participation; *Predictor Variables; *Synthesis

IDENTIFIERS- *Integrative Processes; *Meta Modeling; Stakeholder Evaluation; Theory Development

An integrative causal process model of evaluation utilization variables is presented. The model was developed through a traditional approach to literature review that lists results from published studies and relates these to the research topic, and through an approach that tries to integrate the models found in the literature search. Meta-modeling means developing models from models. It is a non-quantitative inductive theory-building approach done on published research studies as a specific source of data. Variables that affect utilization were identified, and implicit-cause and explicit-cause models in the literature were located. Reviewing these implicit and explicit models identifies the following key variables as facilitators of utilization: (1) participation; (2) organizational process and communication; (3) feedback; (4) politics and self-interested decision making; (5) use management; and (6) cognitive and behavioral uses. Evaluation usage is a continual process that evolves and changes shape over time, which is dependent on local contextual, organization, and political dimensions, in which participation by stakeholders and feedback seem especially useful. The proposed model is presented in Figure 7. Six additional figures illustrate the discussion. Contains 74 references. (SLD)

ED 358 113

TM 019 879

Wise, Lauress

Test Form Accuracy.

PUB DATE- Apr 93

NOTE- 59p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *Item Response Theory; Military

Personnel; Occupational Tests; Personnel Evaluation; *Profiles;

*Scores; Test Construction; *Test Format; Test Use; Test

Validity

IDENTIFIERS- *Accuracy; Armed Services Vocational Aptitude

Battery; Calibration; *High Stakes Tests; Profile of American

Youth; Target Planning

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrators; Competence; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Grants; Inservice Teacher Education; Instructional Materials; Literacy; Material Development; Objectives; *Secondary School Teachers; Surveys; Test Interpretation; Test Results; *Training

IDENTIFIERS- *Assessment Literacy; Goal Setting; Prototypes; Teacher Competencies; *Training Materials

In April 1991, the Board of the National Council on Measurement in Education (NCME) voted to accept a grant from the Kellogg Foundation to: (1) measure teacher competency levels in the educational assessment of students; (2) identify a topic for the development of a training prototype; and (3) prepare a prototype training module on the selected topic. Efforts toward meeting these goals are summarized. Goal 1 was achieved through a national survey of teacher competencies in the area of educational assessment of students responded to by 555 teachers (48 percent response rate) and 286 administrators (51 percent response). On the basis of that survey and other relevant data, the topic "Interpreting and Communicating Test Results" was selected for development of a training prototype. Efforts toward Goal 3 are in progress. The training modules will consist of several components, designed to be delivered in either a 1-day or 2-day inservice program or through a series of 2-hour training sessions. The training modules will consist of a context-orienting vignette, course training materials, practice exercises, hands-on experiences, small group discussion questions, and homework problems. This prototype could serve as a model for future development efforts for training teachers in educational assessment. (Author/SLD)

ED 358 132

TM 019 915

Webster, William J.; Edwards, Marvin E.
An Accountability System for School Improvement.

PUB DATE- Apr 93

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related paper, see TM 019 913.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Accountability; Criterion Referenced Tests; *Educational Improvement; Educational Objectives; Effective Schools Research; Elementary Secondary Education; Incentives; Norm Referenced Tests; Outcomes of Education; Rewards; School Districts; *School Effectiveness; Student Characteristics; *Systems Development

IDENTIFIERS- *Dallas Independent School District TX; Reform Efforts; *School Effectiveness Indices

The accountability system that is being implemented in the Dallas Independent School District (Texas) is a three-tier system. The first tier focuses at the school level. The second involves the District Improvement Plan, setting district accountability objectives. The third tier involves school effectiveness indices, which take into account important student background variables and provide information on how effective schools are with the students they serve. Accountability is operationalized in a criterion-referenced manner through an analysis of

Sanders, Plet P.
Sampling Errors of Variance Components.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Decision Making; Equations (Mathematics); *Estimation (Mathematics); Foreign Countries; *Generalizability Theory; *Mathematical Models; *Problem Solving; Research Design; *Sampling

IDENTIFIERS- Optimization; *Sampling Error; *Score Variation

A study on sampling errors of variance components was conducted within the framework of generalizability theory by P. L. Smith (1978). The study used an intuitive approach for solving the problem of how to allocate the number of conditions to different facets in order to produce the most stable estimate of the universe score variance. Optimization techniques are proposed as a promising approach for solving allocation problems in generalizability studies. An important consequence of the conclusion that allocation problems in generalizability studies have much in common with allocation problems in decision studies would be a considerable reduction in the effort required to develop optimization procedures and computer programs. This examination of optimization techniques is the beginning of a procedure that enables the researcher to design a generalizability study in line with stated limits on sampling errors as well as resources. (SLD)

ED 358 151

TM 019 950

Ferguson, Patrick

Novice-Assisted Research as a Means of Promoting Inquiry into the Relationship between Instructional Theory and Practice.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advance Organizers; *College Students; *Educational Research; Education Majors; Elementary School Students; Elementary School Teachers; Grade 6; Grade 7; Higher Education; *Inquiry; Intermediate Grades; Junior High Schools; Junior High School Students; Knowledge Level; Methods Courses; Middle Schools; Preservice Teacher Education; Retention (Psychology); Secondary School Teachers; *Social Studies; Student Attitudes; Student Participation; Student Projects; *Theory Practice Relationship

IDENTIFIERS- Empirical Research; Middle School Students; *Novice Assisted Research

A project involving prospective social studies teachers as collaborators in an experimental investigation is described. The study was undertaken as part of the course requirements for an integrated educational psychology/secondary methods course. The course was intended to ameliorate the fragmentation of the coursework and lack of coherence between theory and practice in the teacher preparation program. Students were required to

model, the uncertainty encountered in the forecasting process is taken as being produced by our incomplete understanding of nature. As a result, it is different from any stochastic methods. The major problem with this method is that the forecasted values depend to some degree on our interpretations of the outputs of the forecasting model, which makes the process quite subjective. Artificial neural networks represent an advanced technology applied in engineering. When applied in forecasting, uncertainty is ignored. Consequently, the model is a deterministic one. In spite of this, because of the ability to generalize once trained, the network model has robustness. Examples show how these methods are applied. Six figures and two tables illustrate these applications. (SLD)

ED 358 170

TM 019 974

Jang, Younghee

The Influence of Programming Skills on Learning and Study Strategies.

PUB DATE- Apr 93

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; Calculus; *College Students; Comparative Testing; Control Groups; Experimental Groups; Higher Education; Learning Strategies; *Mathematics Achievement; Problem Solving; *Programming; Student Attitudes; Student Motivation; Study Habits; *Study Skills; *Transfer of Training

IDENTIFIERS- Concentration; *PASCAL Programming Language

The relationship between learning to program at a construct level and learning and study strategies was studied for college students enrolled in a beginning Pascal programming course and a calculus course (four sections of the programming course and two of the mathematics course). For both the experimental group (n=42) and the first control group (n=51), the programming course consisted of 150 minutes of lecture and 150 minutes of laboratory each week. Both groups were given instruction in programming and Pascal, but only the experimental group was taught the loop and nested loop constructs and the corresponding Pascal codes whose outputs embodied the combination and intersection schema of Piaget. The second control group (n=38) was given instruction in calculus with 200 minutes of lecture per week for 7 weeks. The 77-item Learning Strategies and Study Skills Test, a transfer test, and an achievement test were used. Results show significant effects of learning and study strategies on the learning of complex programming constructs. A greater degree of programming skills increased the capability of selecting main ideas, but had no effect on transfer of programming skills to solving analogous problems in other domains. Results also indicate that learning complex programming constructs led to greater levels of anxiety, but had no effect on other affective factors of motivation, attitude, and concentration. Six tables present study findings. Contains 33 references. (SLD)

ED 358 171

TM 019 979

Petrosko, Joseph M.

The Plan for Assessing the Impact of the Kentucky Education Reform Act (KERA).

Kuykendall, Crystal
From Rage to Hope: Strategies for Reclaiming Black & Hispanic
Students.

PUB DATE- 92

NOTE- 159p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Affirmative Action; *Black
Students; Cultural Differences; *Disadvantaged Youth;
Educational Discrimination; Elementary Secondary Education;
Equal Education; High Risk Students; *Hispanic Americans;
Racial Discrimination; Self Evaluation (Individuals); *Student
Motivation; Teacher Evaluation; *Teaching Methods; Urban Youth
IDENTIFIERS- *Hispanic American Students

Schools are not serving our Black and Hispanic youth well, as
standardized test scores reflect. The problem of educating
these students must be addressed. This book offers suggestions
to educators who have the interest, intent, and inspiration to
facilitate achievement motivation among these students, but who
may lack the information or teaching techniques. The first
three chapters lay a foundation for implementation of the
strategies and activities that are suggested in chapters 4, 5,
6, and 7. The final two chapters provide thoughts for the
future and an opportunity for professional assessment. The
following are the chapter titles: (1) "Dealing with
Differences"; (2) "The Impact of Student Self-Image on
Achievement and Motivation"; (3) "School-Related Obstacles to
Achievement"; (4) "Motivating the Un-Motivated"; (5)
"Addressing the Need for Discipline"; (6) "Creating a Good
School and Classroom Climate"; (7) "Strengthening the Home-
School Bond"; (8) "Focusing on the Future"; and (9) "Focusing
on Your Efforts." Chapter 9 contains worksheets for the teacher
to evaluate his or her professional efforts. Contains 111
references. (SLB)

ED 358 189

UD 029 229

Curwin, Richard L.
Rediscovering Hope: Our Greatest Teaching Strategy.

PUB DATE- 92

NOTE- 200p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Classroom Environment;
*Classroom Techniques; Competition; *Discipline; Educational
Practices; Elementary Secondary Education; *Equal Education;
Grading; Guidelines; High Risk Students; *Student Motivation;
Student Responsibility; Teacher Expectations of Students;
*Teacher Role; Teacher Student Relationship

IDENTIFIERS- *Hope; Logical Consequences

All students, even those most at risk, have dreams and hopes
about their future. All prefer to be successful at school and
feel joy when they learn and master something new. They are
reachable at least some of the time, want to be liked and
respected by teachers, and deserve the best chance that we can
give them. This book offers suggestions on how to reach
students, and how to give hope to students who have lost it. It
first examines how hope has been lost in the classroom, and
then considers how to put it back. Discipline methods that do
not work are discussed; and discipline methods that will work,
based on effective consequences for breaking rules and student

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Career Exploration; Cooperative Learning; *Educational Environment; *English Curriculum; English Instruction; *High Risk Students; High Schools; High School Students; Inner City; *Language Arts; Literacy Education; Office Practice; Self Esteem; *Student Motivation; *Teaching Methods; Urban Schools

IDENTIFIERS- Tucson Public Schools AZ

The language arts program presented in this volume evolved from work with at-risk students at an inner-city high school in Tucson (Arizona). The original computerized literacy program sponsored by International Business Machines, the Principle of the Alphabet Literacy System (PALS), was expanded into a comprehensive 3-year program designed to meet the needs of these students. The program operates in an innovative learning environment, which is set up as a professional office, rather than a classroom, setting. The environment is designed to be responsive to the at-risk student's need to belong and to help develop self-esteem and personal and social responsibility. The student is in the role of office worker, and the teacher becomes the manager. Chapters describe the learning environment and emphasize the importance of self-esteem. Cooperative learning is discussed; and approaches are outlined for improving reading comprehension, writing, and vocabulary. Career research and exploration are reviewed. A chapter is devoted to encouraging parent involvement, and another is devoted to public relations. Four figures illustrate the discussion. Contains 45 references. (SLD)

ED 358 208

UD 029 268

Lambert, Jeanette

Black Images in Contemporary Children's Books: An Annotated Bibliography of 100 Notable Books for Young Children.

PUB DATE- 91

NOTE- 23p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Annotated Bibliographies; Black Literature; *Blacks; *Characterization; *Childrens Literature; Cultural Education; *Cultural Images; Folk Culture; *Picture Books; Racial Relations; Young Children

IDENTIFIERS- Africa; African Americans; Caribbean Islands; Folktales; Tolerance; United States

Quality books with blacks as central characters are valuable for the esteem of all children; these works are vehicles for dispelling myths and illustrating universal concerns of children. This annotated bibliography is a selective guide to 100 books published since 1980 that realistically reflect the black experience or accurately portray blacks in everyday activities. Included are picture books and folktales for children aged 4 through 9 years that have blacks as central characters. Most stories are set in the United States in urban or metropolitan areas, although a number are set in the Caribbean or Africa. This list does not include books pertaining to the black experience that have animals as main characters, biographies, poetry, and other works of non-fiction. Each annotation contains bibliographic information, the book's price and ISBN number, and a brief description. Lists of notable African American authors and illustrators are

suggest resources for further study. (JB)

ED 358 228

UD 029 303

Shaping America's Future: Proceedings of the National Forum on Restructuring Schools and American Society (New York, New York, February 3, 1989).

PUB DATE- 3 Feb 89

NOTE- 34p.; For volumes II and III, see UD 029 304-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Children; *Corporate Support; Day Care Centers; *Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; Employer Supported Day Care; *Futures (of Society); Higher Education; Long Range Planning; Preschool Education; *Public Policy; School Business Relationship; School Community Relationship; *School Restructuring; Urban Education

IDENTIFIERS- Forums; Reform Efforts

Twelve corporate and political leaders met at a forum to discuss educational reform, particularly education for disadvantaged populations and corporate involvement in such reform.

Participants opened by discussing issues surrounding on-site child care, during which participants considered the need for these services and the demography of current families and society at large, as well as divisions between suburban versus inner city educational problems and needs. Incentives for and training of teachers for elementary school and secondary school education, the need for significant restructuring of roles in education, the value or lack of value that society places on teachers, and business contributions to higher education are considered. In a discussion of the business community's awareness of the importance of education and good public policy regarding education, participants covered the return on education, the cost of incarceration and welfare services, the emerging role of business in education, the success of local efforts in Chicago (Illinois), and the cultural attachment to a competitive rather than cooperative approach to public life. Other topics include increasing parent participation, programs in Illinois and Minnesota to improve education, and the role of the business community in supporting and shaping educational policy. (JB)

ED 358 229

UD 029 304

Hinton, Richard, Ed.

Shaping America's Future II: Proceedings of the National Forum To Develop Collaborative Approaches to Providing Early Child Care and Transforming American Society (New York, New York, September 25, 1989).

SPONS. AGENCY- AT&T Foundation, New York, NY.; City Univ. of New York, N.Y.; General Motors Corp., Detroit, Mich.

PUB DATE- 89

NOTE- 53p.; For volumes I-III, see UD 029 303-305.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Children; Day Care Centers; *Disadvantaged Youth; Early Childhood Education; *Economically Disadvantaged; *Educational Cooperation; *Educationally Disadvantaged; *Employer Supported Day Care; Futures (of Society); Policy Formation; Professional Continuing Education; Public Policy; Public Schools; School Business Relationship; School Community

a wide variety of teacher/coach actions, as well as environmental and equipment conditions, that have been challenged in courts across the country. The case studies focus on practical applications of the law and suggest steps physical educators and coaches can take to deliver safer programs. Finally, the duties and responsibilities of physical educators, coaches, and other allied professionals are outlined emphasizing the duties and standard of care to which professional physical educators and coaches are held. Appendices provide a glossary of legal terms, additional cases of interest, and endnotes. (Contains 50 references.) (LL)

ED 358 095

SP 034 584

Frazier, Scott E., Ed.

Completed Research in Health, Physical Education, Recreation and Dance: Volume 34--1992 Edition.

PUB DATE- 93

NOTE- 178p.; A product of the Research Consortium.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020), Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; *Dance; Doctoral Dissertations; Elementary Secondary Education; Graduate School Faculty; *Health Education; Higher Education; Indexes; Masters Theses; *Physical Education; *Recreation; Research Reports; Research Universities

IDENTIFIERS- *AAHPERD; Compilations

This compilation presents abstracts of research completed in the areas of health, physical education, recreation, dance and allied fields during the 1991-92 school year. The book is organized into two sections. In the first, "Index to Abstracts," references are arranged under subject headings in alphabetical order. The second, "Theses Abstracts," consists of master's and doctoral theses from institutions offering graduate programs in health, physical education, recreation, dance, and allied areas. Most references are accompanied by abstracts of the research, and all are arranged alphabetically by author's last name, under each institution. The institutions are arranged alphabetically by name. The institutional representative is indicated, and all institutions reporting are listed by state. The publication also includes a list of abbreviations used in the abstracts and a listing of the names of reporting institutions. (LL)

ED 358 096

SP 034 585

A Guide to Curriculum Planning in Alcohol and Other Drug Abuse Programs. Bulletin No. 92420.

PUB DATE- Jun 92

NOTE- 223p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Class Activities; *Curriculum Design; Delivery Systems; *Drug Abuse; Drug Education; Elementary Secondary Education; *Health Education; Health Promotion; Journal Writing; *Lesson Plans; Program Content; Program Implementation; State Curriculum Guides Within the framework of the Wisconsin Model for a Comprehensive K-12 Alcohol and Other Drug Abuse (AODA) Program, this curriculum guide is designed to help students develop information and

As high-stakes use of tests increases, it becomes vital that test developers and test users communicate clearly about the accuracy and limitations of the scores generated by a test after it is assembled and used. A procedure is described for portraying the accuracy of test scores. It can be used in setting accuracy targets during form construction and in communicating information to test users. The procedure is discussed in the context of the Armed Services Vocational Aptitude Battery. The general procedure for reviewing current test accuracy profiles and for setting new targets includes: (1) developing accuracy profiles for current forms; (2) using expert judgment to review and revise accuracy goals for new forms at key points on the target scale; (3) using item response theory analyses to calibrate new items, adjust for sample differences, and estimate classification error rates for trial forms; (4) developing preliminary tolerances for compliance with accuracy targets; and (5) checking initial form accuracy profiles. The procedures for producing accuracy profiles are illustrated with 4,000 cases from the Profile of American Youth Study. Advantages and limitations of the procedure are discussed. Twelve two-part graphs illustrate the analyses. (SLB)

ED 358 114

TM 019 880

Wise, Lauress

Scoring Rubrics for Performance Tests: Lessons Learned from Job Performance Assessment in the Military.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; Educational Research; Evaluation Methods; Generalizability Theory; Industrial Psychology; *Job Performance; *Military Personnel; *Occupational Tests; Organizational Development; *Performance Tests; Personnel Evaluation; Personnel Selection; *Scoring; Standards; Test Construction; Training

IDENTIFIERS- Department of Defense; Job Performance Measurement Project; *Performance Based Evaluation

Industrial and organizational psychologists for the Department of Defense have been working for the past 10 years to develop high fidelity measures of job performance for use in validating job selection procedures and standards. Information on developing and scoring performance exercises in the Job Performance Measurement (JPM) Project is presented, and lessons that might be useful in education are extracted. In many ways, the task of the industrial psychologist is easier than that of the educator because of broader agreement about how the task should be performed and close alignment between training and expected performance. Tasks identified by each Armed Service were analyzed, and scoring rules were developed. The following lessons seem especially pertinent to educational assessment: (1) careful specification of the domains assessed is essential for evaluating the adequacy of any sample selected; (2) scoring elements that assess adherence to processes that are taught will have better diagnostic value (and possibly greater validity) than will those that just reflect the quality of output; (3) scoring procedures must be anchored to observable criteria; and (4) generalizability theory provides a useful

absolute outcomes relative to school and district performance on goals specified in the District Improvement Plan and the School Improvement Plan, and in a norm-referenced manner through school effectiveness indices. Schools and staffs are eligible for financial awards based on school performance on the effectiveness indices. The program does not reward individual competition between teachers within schools. To achieve the necessary improvement in student outcomes, teachers must work together. The program focuses on the important outcomes of schooling and affords all schools an opportunity to be distinguished, since the emphasis is not on absolute achievement, but on impact on the most students. The addition of the effectiveness indices makes the accountability system fair and valid. Six figures illustrate the discussion. (Contains 44 references.) (SLD)

ED 358 133

TM 019 916

Centra, John A.

Use of the Teaching Portfolio and Student Evaluations for Summative Evaluation.

PUB DATE- Apr 93

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; College Students; Community Colleges; Correlation; Deans; Educational Cooperation; *Faculty Evaluation; *Portfolios (Background Materials); *Student Evaluation of Teacher Performance; *Summative Evaluation; Supervisors; Teacher Characteristics; *Teaching Skills; Two Year Colleges

IDENTIFIERS- *Performance Based Evaluation

The use of the teaching portfolio and student evaluations in evaluating 97 faculty members at a community college for contract renewal was studied. Two faculty peers and a dean evaluated the portfolios of each teacher. Deans also visited classrooms. Portfolios could include material about students that reflected their learning, material from the faculty member, and material from others with a bearing on teacher performance. The student evaluations correlated reasonably well and on similar teaching dimensions with evaluations by the deans and one of the peers. Recommendations for the construction and evaluation of teaching portfolios as well as for the use of student evaluations in summative evaluations are offered. The faculty in this study did not have the opportunity to put portfolios together over several years, but even portfolios that were not ideally designed assisted evaluators of teaching performance. Six tables present study findings. (Author/SLD)

ED 358 134

TM 019 917

Thompson, Bruce

The General Linear Model (As Opposed to the Classical Ordinary Sums of Squares) Approach to Analysis of Variance Should Be Taught in Introductory Statistical Methods Classes.

PUB DATE- 3 Apr 93

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

participate in a novice-assisted investigation. They selected the effect of using advance organizers to improve student retention as their topic and chose to replicate a study of the spacing effect by J. Glover and others (1990). The student-conducted study examined the use of advance organizers for 450 middle school students. Outcomes of the research project indicate that novices (the prospective teachers) can become critical consumers of knowledge about teaching, and they are capable of acquiring the knowledge and skills to do competent research. Also noteworthy was that they did not change their orientation toward attaching more credibility to the advice of practicing teachers and the "pure application" literature than to the theoretical and empirical sources for information on best practice. (SLD)

ED 358 152

TM 019 951

Anderson-Yates, Marcia A.; Wiggs, Linda Henson
Document Origination Processes of Business Professionals:
Implications for Education.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration; Business Administration Education; *Business Communication; Business English; Computer Oriented Programs; *Curriculum Development; Electronic Mail; *Graduate Surveys; Higher Education; Mail Surveys; Masters Programs; Questionnaires; Technical Writing; *Word Processing

IDENTIFIERS- *Document Origination Processes

The purpose of this study was to determine document origination methods used by business professionals, relationships of factors that influence selection of document origination methods, and implications for business curricula. A 3-part questionnaire was used to obtain data from 265 Masters in Business Administration (MBA) graduates (1967-1991) from a major midwestern university. There were 120 male and 40 female respondents (60 percent of the total sample). Using the Statistical Package for the Social Sciences (SPSS), a cross-tabulation analysis was performed for selected demographic questions on the questionnaire. Results indicate that business professionals create memos more frequently than other documents, and they use word processing software on microcomputers, minicomputers, or mainframe computers as their primary document origination method. Learning on their own is the preparation that business professionals indicate best prepared them for document origination. Business professionals feel that their desire to maintain control of their own documents and electronic mail capabilities will likely influence their choice of document origination in the future. Business instructors can prepare students for document origination by teaching them to compose writing assignments at the keyboard. The business curriculum may need to be restructured to include preparation in all phases of the document creation process for all business students. (SLD)

ED 358 153

TM 019 952

Wise, Steven L.; And Others
An Investigation of Restricted Self-Adapted Testing.

PUB DATE- Apr 93

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; Educational Change; *Educational Legislation; Elementary Secondary Education; Evaluation Methods; Program Evaluation; Program Implementation; *Research Methodology; *State Legislation; State Programs; Statewide Planning

IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; Performance Based Evaluation; *Policy Implications; Reform Efforts

An analysis was made of the methods being used to assess the Kentucky Education Reform Act (KERA) of 1990. Although no single assessment plan has been developed, various activities are aimed at studying both the implementation and the impact of the law. Four assessment efforts are described as conducted by the following groups: (1) the Office of Education Accountability; (2) bureaus of the Kentucky State Department of Education; (3) the school accountability system; and (4) the KERA evaluation governing board. All of these agencies have produced, or will be producing, important information about statewide educational reform. However, many questions about the KERA still remain to be investigated. The school accountability system is especially worthy of intensive study because of its unique features. The most recent accountability initiative is the KERA Evaluation Governing Board, 10 citizens charged with developing and implementing an evaluation of the KERA. Kentucky is making very extensive use of student performance assessment, rather than using standardized multiple-choice tests. Furthermore, results of performance assessment will weigh heavily on which schools get financial rewards and which schools receive sanctions. (Author/SLD)

ED 358 172

UD 029 140

Chaudry, Ajay; And Others

Service Integration: An Annotated Bibliography.

PUB DATE- 93

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Agency Cooperation; Annotated Bibliographies; Children; *Cooperative Planning; Cooperative Programs; *Delivery Systems; Disadvantaged Youth; Early Intervention; *Economically Disadvantaged; Family Programs; *Human Services; Minority Groups; Postsecondary Education; Poverty; Program Descriptions; Public Administration; Secondary Education; *Social Support Groups

IDENTIFIERS- *Integrated Services

This annotated bibliography describes 53 books, papers, and articles written about efforts toward integrating and improving human services for children, youth, and families living in poverty. The bibliography has been developed for individuals working on and interested in service integration, including policymakers, program administrators, practitioners, academics and researchers, and students. The criteria for selecting materials were that publications be timely, relevant, and currently in print; approach the subject from a broad-based

responsibility, are explored, with specific approaches suggested. The place of competition between students and strategies for grading are reviewed. A structure is offered for motivating the hard to motivate, and changes are suggested for school policies and practices. Schools can become, with teacher commitment, the one place in which students in a throw-away society can succeed. Contains 53 references. (SLD)

ED 358 190

UD 029 230

Katz, Michael B., Ed.

The "Underclass" Debate: Views from History.

PUB DATE- 93

NOTE- 515p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Blacks; *Disadvantaged; Ethnic Groups; Etiology; Family Structure; Immigrants; *Lower Class; Low Income Groups; Minority Groups; Political Influences; Poverty; Racial Differences; Social Problems; *United States History; *Urban Problems; Urban Youth

IDENTIFIERS- *African Americans; New York (New York); United States (North); United States (South)

Thirteen papers explore the African American experience of poverty and ghetto formation; forces shaping contemporary urban poverty; and mobility and family strategies among groups differentiated by ethnicity, race, and labor market position. The introduction, "The Urban 'Underclass' as a Metaphor of Social Transformation" (M. B. Katz), is followed by: (1) "Southern Diaspora: Origins of the Northern 'Underclass'" (J. Jones); (2) "Blacks in the Urban North: The 'Underclass Question' in Historical Perspective" (J. W. Trotter, Jr.); (3) "The Structures of Urban Poverty: The Reorganization of Space and Work in Three Periods of American History" (T. J. Sugrue); (4) "Housing the 'Underclass'" (D. W. Bartelt); (5) "The Ethnic Niche and the Structure of Opportunity: Immigrants and Minorities in New York City" (S. Model); (6) "The Emergence of 'Underclass' Family Patterns, 1900-1940" (K. M. Neckerman); (7) "Poverty and Family Composition Since 1940" (M. J. Stern); (8) "Social Science, Social Policy, and the Heritage of African-American Families" (A. T. Miller); (9) "The Black Poor and the Politics of Opposition in a New South City, 1929-1970" (R. D. G. Kelley); (10) "Nineteenth-Century Institutions: Dealing with the Urban 'Underclass'" (E. W. Monkkenen); (11) "Urban Education and the 'Truly Disadvantaged': The Historical Roots of the Contemporary Crisis, 1945-1990" (H. Kantor and B. Brenzel); and (12) "The State, the Movement, and the Urban Poor: The War on Poverty and Political Mobilization in the 1960s" (T. F. Jackson). A conclusion, "Reframing the 'Underclass' Debate" (M. B. Katz), shows how the book points away from considering the pathology of the underclass toward the processes that are increasing it. (SLD)

ED 358 191

UD 029 231

Chavez, Linda

Out of the Barrio: Toward a New Politics of Hispanic Assimilation.

PUB DATE- 91

NOTE- 218p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Acculturation; Bilingual Education; Cultural

included. These books help readers develop a realization that all people, despite racial or economic differences, have certain needs and similarities. (SLD)

ED 358 209

UD 029 270

Topping, Keith

The Peer Tutoring Handbook: Promoting Co-Operative Learning.

PUB DATE- 88

NOTE- 128p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Educational History; Elementary Secondary Education; International Studies; Peer Influence; Peer Relationship; *Peer Teaching; Program Evaluation; Program Implementation; Reading Instruction; *Tutorial Programs; *Tutoring

IDENTIFIERS- Europe; United Kingdom; United States

A practical guide is presented to peer tutoring for teachers and others with an interest in promoting cooperative learning. It includes a guide to organizing peer tutoring, as well as a review of research on the effects of peer tutoring, and evidence for social and academic gains for the student and the tutor. The perspective is international, with examples of projects and methods of evaluation drawn from Europe, the United Kingdom, and the United States. Chapter titles are: (1) Introduction; (2) The History of Tutoring; (3) Examples and First Considerations; (4) Organizing a Project; (5) Structured Planning Guide; (6) Effectiveness Research; (7) Evaluating a Project; and (8) Resource Materials (29 resources listed). Peer tutoring in reading is the most popular use of the approach, but it has been applied to a variety of curricula and situations. Contains 94 references. (SLD)

ED 358 210

UD 029 271

Education, Training, and Service Programs That Serve Disadvantaged Teens. Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means. House of Representatives, One Hundred Second Congress, Second Session.

PUB DATE- 6 Mar 92

NOTE- 97p.; Serial 102-108.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; *Disadvantaged Youth; Early Parenthood; Economically Disadvantaged; Educationally Disadvantaged; Employment Programs; Family Programs; *Federal Programs; Hearings; Mothers; Program Evaluation; Program Implementation; Summer Programs; *Training; Welfare Services; *Youth Programs

IDENTIFIERS- Congress 102nd; Learning Earning and Parenting Program OH; New Chance

A hearing was held on education, training, and service programs that serve disadvantaged teens. Testimony was presented on recent research findings concerning these programs and on their implementation. The major lessons learned from the Summer Training and Employment (STEP) program were presented, including those of implementation and impact. A second topic

Relationship; Staff Development
IDENTIFIERS- Action Plans; Forums

Twenty of America's foremost leaders from business, education, and government met to develop a strategy for assisting the country's disadvantaged children and to send an action plan to President Bush for consideration at his education summit. The meeting's goal was to format active and practical models for the following basic ideas developed at an earlier meeting: (1) any environment that corporations help to establish or fund for early childhood education should include a component for disadvantaged children from the community in addition to employees' children; (2) collaborative efforts among corporations, legislators, and higher education and public school teachers would be necessary for the successful implementation of day-care and early education programs; (3) corporations must educate their managers and employees about the importance of supporting and being involved in educational systems; and (4) existing resources must be utilized in an improved manner to guarantee that those resources can deliver services where they are most needed. Acting on these ideas, the forum participants endorsed a proposal to make the nation's schools the "hub" of a comprehensive system of child care and early childhood education. The panel also set the framework for an interdisciplinary model for the training of business and education leaders at the university level. (JB)

ED 358 230

UD 029 305

Shaping America's Future III: Proceedings of the National Forum on Transforming Our System of Educating Youth with W. Edwards Deming (June 8, 1992).

SPONS. AGENCY- American Federation of Teachers, Washington, D.C.; City Univ. of New York, N.Y.; National Education Association, Washington, D.C.

PUB DATE- 92

NOTE- 148p.; For volumes I-II, see UD 029 303-304.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Competition; Educational Attitudes; Educational Change; Educational Environment; *Educational Improvement; Educational Philosophy; Educational Quality; Elementary Secondary Education; *Futures (of Society); Public Policy; *Quality Control; School Community Relationship; *School Restructuring

IDENTIFIERS- America 2000; *Deming Management Method; *Forums
On June 8, 1992, the presidents of the nation's two largest teachers unions joined the directors and presidents of virtually every educational organization, as well as political leaders and executives from Ford, General Motors, and Chrysler in an effort to redesign U.S. schools using the quality principles of W. Edwards Deming. Panelists spent the morning focusing on creating a new paradigm for education. Deming and Peter Senge spoke on "The Foundations for Transformation." This presentation was followed by questions and two school simulations in which all panelists became students. During the afternoon, panelists divided into three breakout sessions addressing three topics: "Creating a Model Learning Community," "Creating an Environment in which the New School Thrives," and "Advancing to the Next Stage." Local community leaders from Connecticut and South Carolina presented their new school designs. The forum was marked by stormy debate centered around several issues including Deming's insistence on the elimination of grades and competition in schools. Deming decried systems of

personal, interpersonal, and social system competencies as they explore fundamental principles related to alcohol and other drug abuse. The guide begins by laying a foundation of assumptions about the nature of learning in general and of learning about alcohol and other drugs in particular. It then presents sample lessons, student activities, and journal writing suggestions that reflect those assumptions. The guide outlines a method of developing and delivering an AODA curriculum designed to help educators think about their beliefs and assumptions concerning AODA education; communicates goals and competencies; illustrates fundamental principles and corresponding content areas as well as related student outcomes; provides an alternative method of developing and delivering AODA instruction; suggests a method of curriculum implementation; describes methods of integrating AODA instruction with other AODA program components and K-12 subject areas; and provides resources for curriculum development and implementation. Twenty-five appendices comprising half the document include: (1) hints for teachers on how to work with students in groups, promote critical reading and thinking, and assess student achievement; (2) a curriculum matrix for grades K-1, 2-4, 5-8, and 9-12; (3) Wisconsin Statutes and Administrative Rules that affect AODA programs; (4) a list of printed resources and state and national organizations concerned with substance abuse; (5) a list of 31 publications, 16 media products, 15 newsletters, and 5 associations on critical thinking; and (6) a list of local and state organizations concerned with educational equity. (LL)

ED 358 097

SP 034 586

School Health Education To Prevent AIDS and Sexually Transmitted Diseases. WHO AIDS Series 10.

PUB DATE- 92

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Cultural Awareness; Curriculum Development; Elementary Secondary Education; *Health Education; Health Promotion; Inservice Teacher Education; Parent Participation; Program Evaluation; *Program Implementation; *Sexuality; *Student Behavior; Teaching Guides

IDENTIFIERS- Age Appropriateness; *Sexually Transmitted Diseases

This guide provides a framework within which education authorities can work with teachers, parents, and community leaders to help young people learn the facts about Acquired Immune Deficiency Syndrome (AIDS) and Sexually Transmitted Diseases (STDs). It emphasizes the importance of education about human behavior and sexuality that is appropriate to a young person's particular stage of development and culture, and it is designed to help educational systems provide structured, sequenced, school-based approaches to the problem. The guide also describes how a school health education program on AIDS and STDs can be developed and integrated into existing curricula. The guide considers a number of issues that will need to be addressed by education authorities, such as the best way to enlist the support of parents, the need for special training of teachers, and ways of creating an appropriate classroom environment for discussion of sensitive subjects. Stressing the need for the curriculum to take into account the local culture and educational norms, the guide concludes that

framework for evaluating alternative scoring rubrics. One table lists the JPM occupational specialties, and two figures illustrate the discussion. An attachment summarizes the lessons to be learned. (SLD)

ED 358 115

TM 019 881

Grover, Burton L.
Trends in Published Meta-Analyses.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Comparative Analysis; Databases; *Effect Size; Literature Reviews; *Meta Analysis; *Publications; *Research Methodology; Scholarly Journals; Synthesis; *Trend Analysis IDENTIFIERS- Mean (Statistics)

Meta analytic procedures recommended by various authorities were the subject of a literature review designed not to discuss the relative merits of contrasting recommendations, but to find what is actually in the literature. The sample reviewed included 89 articles published between 1986 and 1992, from 2 journals and 2 information databases. Meta analyses were coded for a number of variables. Most reported the databases used to find the studies. The median number of studies synthesized by the data analysis was 48. About three-quarters of these reported collecting and aggregating mean differences. Of the 66 that examined mean differences, 55 calculated and reported these differences as standardized mean differences. Fifteen studies reported effect size, eight used the standard normal deviate, and eight used some other method. A large variety of statistical methods was reported for the analysis of the relationship of moderator variables with effect size. Forty-seven studies reported an overall test of homogeneity of effect sizes. One implication of the study for researchers is that, given the diversity of approaches to meta analysis, a good part of the potential audience may well prefer a meta analytic approach that differs from that chosen by the researcher. Five tables present information on trends in meta analysis. An appendix lists studies that appeared in the two main journals reviewed. (SLD)

ED 358 116

TM 019 882

McMullen, Bonita Gibson

Quantitative Analysis of Effects in the Classrooms.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Apr 93

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Observation Techniques; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Interviews; *Mathematics Instruction; Mathematics

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Analysis of Variance; Correlation; Effect Size;
Higher Education; Introductory Courses; *Least Squares
Statistics; Mathematical Models; *Mathematics Instruction;
*Methods Courses; *Research Methodology; *Statistics

IDENTIFIERS- *General Linear Model; Parametric Analysis;
Statistical Package for the Social Sciences; Sum of Squares

It is argued that analysis of variance (ANOVA) and related methods should be taught using a general linear model (GLM) approach, rather than a classical ordinary sums of squares approach. The GLM approach emphasizes the linkages among conventional parametric methods, emphasizing that all classical parametric methods are least squares procedures that implicitly or explicitly use weights, focus on latent synthetic variables, and yield effect sizes analogous to " r " squared (are correlational). The case for teaching statistics using a GLM conceptual framework is based on the following four contentions: (1) a GLM instructional approach provides a unifying conceptual framework that better enables students to understand analytic methods; (2) a GLM approach provides a better match between the researcher's analytic model and the researcher's model of reality; (3) the GLM emphasis on planned contrasts helps students understand the critical role of reflective thought in good research; and (4) a GLM instructional approach helps students see that focusing on variance-accounted-for (or other) effect sizes, rather than statistical significance, is important in all analyses. Three tables present analysis examples. A 66-item list of references is included, and an appendix lists Statistical Package for the Social Sciences control cards. (Author/SLD)

ED 358 135

TM 019 919

Marsh, Herbert W.; Grayson, David

The Composite Direct Product Model: Strengths, Limitations, and New Approaches.

PUB DATE- 2 Apr 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Simulation; *Construct Validity; Foreign
Countries; *Formative Evaluation; Goodness of Fit;
*Mathematical Models; *Multitrait Multimethod Techniques;
*Research Methodology

IDENTIFIERS- Academic Self Concept; *Composite Direct Product
Model (Browne); LISREL Computer Program; Violation of
Assumptions

The multitrait-multimethod (MTMM) paradigm is used widely to assess construct validity, but D. A. Kenny and D. A. Kashy (1992) lament that even after 30 years we still do not know how to analyze MTMM data. The Composite Direct Product (CDP) model has recently attracted considerable attention. Its strengths and weaknesses are evaluated, and a stronger basis for testing the model is demonstrated. The CDP model is mathematically elegant and extremely parsimonious, but this parsimony is at the expense of very restrictive assumptions that undermine the formative evaluation of MTMM data. Furthermore, the CDP model provides an excellent fit to simulated data in which these assumptions are seriously violated, demonstrating that fit is not a sufficient test of these assumptions. Typically the CDP

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Achievement Tests; *Adaptive Testing; Comparative Testing; *Computer Assisted Testing; *Difficulty Level; Elementary Education; *Elementary School Students; Mathematics Achievement; *Mathematics Tests; Pretests Posttests; Selection; Test Anxiety; Testing Problems; Test Items

IDENTIFIERS- Portland School District OR; *Restricted Self Adapted Testing

A new testing strategy that provides protection against the problem of having examinees in adaptive testing choose difficulty levels that are not matched to their proficiency levels was introduced and evaluated. The method, termed restricted self-adapted testing (RSAT), still provides examinees with a degree of control over the difficulty levels of their test items. The range of item choice is restricted to a region around the examinee's current proficiency estimate. Participants in this study were 186 students in grades 3 through 8 in the Portland (Oregon) Public School system during the winter of 1992-93, who were tested as part of an ongoing computerized adaptive testing program. Students were randomly assigned to a computerized adaptive test (CAT), a self-adaptive test (SADT), or RSAT in mathematics. Results indicate no differences between CAT and SADT conditions in terms of mean proficiency and mean posttest state anxiety. The basic RSAT method appears to hold promise for providing examinees with control over the testing situation, while preventing large mismatches between item difficulty choice and proficiency level. The RSAT procedure should be evaluated empirically. (SLD)

ED 358 154

TM 019 953

Wise, Steven L.; And Others

The Role of Anxiety in Examinee Preference for Self-Adapted Testing.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; *Adaptive Testing; Algebra; *College Students; Comparative Testing; *Computer Assisted Testing; Higher Education; Mathematics Achievement; *Mathematics Anxiety; Mathematics Tests; Pretests Posttests; *Student Attitudes; Test Anxiety; Test Format; Test Selection

IDENTIFIERS- *Preference Patterns; *Self Adapted Testing

This study assessed whether providing examinees with a choice between computerized adaptive testing (CAT) and self-adaptive testing (SAT) affects test performance in comparison with being assigned a CAT or SAT, and evaluated variables influencing examinee choice of either test form. The relative influences of test type and test choice on examinee anxiety were also examined. Subjects were 244 undergraduate and 133 graduate students from a large midwestern university. Students were randomly assigned to SAT, CAT, and choice conditions for an

perspective; place a greater emphasis on practice than theory; and be available through a library or for purchase from a publisher or distributor. Early items are from the mid- to late-1980s; most items are dated 1991 or 1992. The following topics are considered: (1) human services integration; (2) JOMS case management practices; (3) school linked services; (4) balancing custody and care; (5) integration through early intervention/child care collaborations; (6) family support and education; (7) policy maker collaboration; (8) building a community agenda; (9) refinancing and restructuring children's services; (10) strengthening families; (11) at-risk adolescents; (12) welfare reform; (13) confidentiality and collaboration; (14) service integration; (15) investing in family self-sufficiency; (16) interagency partnerships; (17) caring communities; and (18) fighting fragmentation. (JB)

ED 358 173

UD 029 143

Kester, Donald

An Instructional Guide Concerning the Highly Successful Teaching & Motivating Practices of Jaime Escalante for the Escalante Math Project at East Los Angeles College.

SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.; East Los Angeles Coll., Calif.; Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

PUB DATE- Mar 93

NOTE- 133p.; Parts of this paper were presented at the Annual Meetings of the American Evaluation Association (Washington, DC, October 18-20, 1990), the California Educational Research Association (San Diego, CA, November 1990), the American Evaluation Association (Seattle, WA, November 5-7, 1992), and the California Educational Research Association Conference (San Francisco, CA, November 1992).

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052); Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Curriculum Evaluation; Educationally Disadvantaged; High Schools; *High School Students; *Hispanic Americans; Instructional Materials; Interviews; *Mathematics Instruction; Minority Group Children; Program Descriptions; Student Evaluation of Teacher Performance; Student Motivation; Teaching Guides; Teaching Methods; Urban Education

IDENTIFIERS- *Escalante Jaime; Jaime Escalante Math Program; *Los Angeles City Schools CA

This instructional guide, one product of a large-scale research project on Jaime Escalante and his Mathematics and Science Program, describes the teaching and motivating strategies that he uses to bring about high academic achievement among poor minority urban youth in Los Angeles (California). The first part of five describes a pilot test in which a colleague and an administrator who have worked with and observed Escalante rated a list of successful techniques according to the degree to which they explained Escalante's teaching success. Part 2 describes the responses of senior high school students who had been Escalante's students for 3 or 4 years to a similar questionnaire. Part 3 shows the results of a similar rating process by several of Escalante's colleagues, which found a 74 percent level of agreement between students and colleagues. Part 4, the longest section, contains the taped transcription of an interview with Escalante designed to determine whether or

Differences; *Economic Factors; Economic Progress; Ethnic Groups; Federal Legislation; *Hispanic Americans; Immigrants; Political Influences; *Public Policy; Puerto Ricans; *Social Integration; Social Problems; Socioeconomic Influences; Subcultures

IDENTIFIERS- Bilingual Education Act 1984; Language Minorities; Separatism; Voting Rights Act 1965

Ultimately, Hispanic Americans will choose whether they wish to become part of the larger American society, or remain separate from it, but public policy can and does influence that choice. Chapters 1 and 2 show how public policy in the form of two federal laws, the Bilingual Education Act and the Voting Rights Act, encouraged Hispanics to reject assimilation. Chapter 3 describes how the organizations involving in promoting policies favoring separatism evolved, and how groups outside the Hispanic community influenced the process. Chapter 4 considers the backlash that developed as Hispanic leaders continued to push for special treatment, including protected language rights for Hispanics. The second half of the book deals with the present conditions of Hispanics living in the United States. Chapter 5 shows that native-born Hispanics are moving into the economic mainstream and explains why most analysts fail to recognize this phenomenon. Chapter 6 describes Hispanic immigration patterns; and chapter 7 examines why Puerto Ricans are failing to advance, and what role public policy has played in discouraging Puerto Rican achievement. The concluding chapter outlines why Hispanics must adapt to a new politics of assimilation. Hispanics can mimic the success of other ethnic groups in becoming full participants in this nation, but only if they heed the lessons of the past. (SLB)

ED 358 192

UD 029 232

Early, Gerald, Ed.

Lure and Loathing: Essays on Race, Identity, and the Ambivalence of Assimilation.

PUB DATE- 93

NOTE- 374p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Acculturation; Black Attitudes; *Blacks; *Cultural Differences; Cultural Traits; Essays; *Ethnic Groups;

Ethnicity; Racial Discrimination; *Racial Identification; Racial Relations; Self Concept; Sex Differences; Social Class

IDENTIFIERS- *African Americans; Afrocentrism; Du Bois (W E B)

Black intellectuals and writers were invited to write essays on assimilation, race, and identity, using a famous quotation from W. E. B. Du Bois about the double soul of the American Negro as a point of departure. Considering the double consciousness of which Du Bois wrote resulted in the following essays: (1) "Free at Last? A Personal Perspective on Race and Identity in America" (G. C. Loury); (2) "Sushi and Grits: Ethnic Identity and Conflict in a Newly Multicultural America" (L. Njeri); (3) "The Last Great Battle of the West: W. E. B. Du Bois and the Struggle for African America's Soul" (A. B. Pollard, III); (4) "The Black Table, the Empty Seat, and the Tie" (S. L. Carter); (5) "Who Are We? Where Did We Come From? Where Are We Going?" (S. Crouch); (6) "Confessions of a Wannabe Negro" (R. McKnight); (7) "Black Is the Moun" (N. Giovanni); (8) "Racism, Consciousness, and Afrocentricity" (M. K. Asante); (9) "The Welcome Table" (W. L. Gates, Jr.); (10) "Off-Timing: Stepping to the Different Drummer" (K. H. Lattany); (11) "Junior and John Doe" (J. McPherson); (12) "The Du Boisian Duality and the

was a discussion of the effectiveness of three programs serving teenage mothers on welfare: New Chance (for mothers who have dropped out of school); Learning, Earning, and Parenting (LEAP), an Ohio program for teen parents; and Demonstrations of Innovative Approaches to Reduce Welfare Dependency among Teen Parents. A third topic was the discussion of the work provisions of the Family Support Act of 1988. The following witnesses addressed the hearing: (1) Milton J. Little, Manpower Demonstration Research Corp.; (2) Deanna Phelps, Maryland Department of Human Resources; (3) Alan M. Hershey, Mathematica Policy Research, Inc.; (4) Kevin W. Concannon, Oregon Department of Human Resources; and (5) Michael A. Bailin and Frances Vilella-Velez, Public/Private Ventures. Three submissions for the record are included. (SLD)

ED 358 211

UD 029 274

Ulanoff, Sharon
Preliminary Guidelines and Procedures for Working with
Ethnolinguistically Diverse Student Populations.

PUB DATE- Apr 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cultural Awareness; *Cultural Differences; Curriculum Development; Educational Theories; Elementary Secondary Education; English Instruction; *Ethnic Groups; *Guidelines; *Instructional Effectiveness; Language Proficiency; *Multicultural Education; Native Language Instruction; Program Evaluation; Second Language Instruction; Staff Development; *Teaching Methods

IDENTIFIERS- Diversity (Student); *Language Minorities; Massachusetts; United States (Southwest)

The Metropolitan Educational Trends and Research Outcomes Center has identified seven projects in the southwestern United States and one in Massachusetts that exemplify the educational practices important in today's ethnolinguistically diverse classrooms. Preliminary findings indicate that each of these programs contains several critical elements that serve as the basis for curriculum and instruction. These elements include primary language instruction and support, a strong focus on English language development, the use of meaning-centered activities, and a strong staff development component. In this paper, an attempt is begun to translate the descriptions of effective practices into guidelines and procedures for program developers and teachers working with ethnolinguistically diverse student populations. An overview is provided of the programs studied, and their critical elements are outlined and arrayed into a framework for guidelines and procedures. In these programs, diversity has been regarded as an asset, rather than a problem. In addition, the theoretical belief that all children can learn is pervasive at the program sites. Three tables present study findings, and a 9-item list of references is included. (SLD)

ED 358 212

UD 029 275

Castaneda, Lillian Vega
Improving Programs of Schools Serving Culturally and
Linguistically Diverse Student Populations.

competition that are rampant in our society and education system, stating that the "America 2000" plan is a "horrible example" of miracle goals without method. (JB)

ED 358 231

UD 029 307

Taylor, Dianne L.; St. John, Edward
Limitations of District Initiated Reform: A Study of a Major Urban Reform Initiative.

PUB DATE- Jan 93

NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Principles; Administrator Role; Beliefs; *Board of Education Policy; Educational Attitudes; Elementary Secondary Education; *Participative Decision Making; School Administration; School Districts; *School Restructuring; Teacher Attitudes; Teacher Participation; *Teacher Role; Teacher Student Relationship; *Urban Education

IDENTIFIERS- Reform Efforts

A study was done of recent district-initiated reform movements by analyzing different belief systems regarding schools and reform and by applying the analysis to a study of a district widely known for its leading role in implementing reforms. Belief System I is consistent with traditional organizational theory and top-down management. Belief System II sees reform as an internal process within each school with principals as genuine instructional leaders. This study of a southern urban school district explored the effect of teachers' involvement in decision making using a model of participation derived from the restructuring, school effectiveness, and participation literature. School teachers were administered a 19-item questionnaire. Findings were inconsistent with predictions of the restructuring movement; teachers were not as involved in decision making as they wanted to be. Analyses of the findings in light of the belief systems indicate that elaborate reform programs with an attendant set of rules and regulations will fail if the purpose of schooling (to have teachers educate children) is overlooked. Nevertheless, reform agendas consistently overlook the importance of teachers' work in the classroom, concentrating instead on supposedly more professional tasks outside the classroom. Includes 30 references. (JB)

ED 358 232

UD 029 308

Richards, Craig E.; And Others
Strategic Environmental Factors Constraining Fiscal Resources in Urban Schools: The Case of New York City.

PUB DATE- 92

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Economically Disadvantaged; Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Environmental Influences; Expenditure per Student; *Financial Problems; Futures (of Society); *High Risk Students; Minority Groups; *Public Schools; Retrenchment; *Special Needs Students; Urban Problems; *Urban Schools

education about HIV and STDs is best given within a broad health education program. Appendices provide information on program evaluation methods, content options, teaching resources, and teaching strategies. (LL)

ED 358 098

SP 034 587

Steps To Help Your School Set Up an AIDS Education Program.
Revised.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 92

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Check Lists; *Curriculum Development; Elementary Secondary Education; *Health Education; Instructional Materials; Parent Materials; *Parent Participation; *Parent School Relationship; Program Implementation; Resource Materials; *School Role

This guide for setting up an educational program on Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) is divided into four sections: (1) "A School's Role"; (2) "How To Help Your School Set Up a Good HIV and AIDS Education Program"; (3) "A Checklist for Picking a Good HIV Curriculum"; and (4) "Resources." The first section discusses the school's role in teaching children who are infected with HIV, helping children who have a family member with AIDS, and teaching children how to avoid getting HIV. Section 2 offers suggestions on steps parents or others in the community can take: find out what information is needed; find out what the school is already doing; talk to other parents and school personnel; set up an advisory committee; think about what may block the program; present a plan to the school board; with the school board's approval, work with school staff in selecting curricular materials, training staff, and training students to teach other students. The checklist in section 3 contains 23 items. The resource list in section 4 includes guides, manuals, and bibliographies; HIV curricula; HIV videos; and national AIDS hotlines and clearinghouses. Two appendices provide factual information on why teens are at risk for getting HIV infection and basic facts about HIV and AIDS. (LL)

ED 358 099

SP 034 592

Egan, Kieran

Imagination in Teaching and Learning: The Middle School Years.

PUB DATE- 92

NOTE- 178p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Creative Thinking; *Curriculum Design; Elementary School Students; Foreign Countries; Imagery; *Imagination; Intellectual Disciplines; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Strategies; *Middle Schools; *Student

Teachers; Research Methodology; *Secondary School Teachers;
*Teaching Methods; Thinking Skills
IDENTIFIERS- *Alternative Assessment; Performance Based Evaluation
The framework and results of a study exploring the effects of alternative assessment on mathematics teaching are reported. The instrument for the observation of alternative assessment in the classroom, based on the processes defined by P. L. Peterson (1988), is described along with a discussion of the methodology and the data implications. Eighteen elementary school and secondary school teachers were observed over the 1991-92 school year, as part of the Innovative Mathematics Assessment and Teachers' Classroom Practice project. In addition, results are presented from the collection of informal data, such as teacher interviews, comments, and written summaries describing assessment strategies that worked or did not work in the classes. Study data, along with data from the teacher observation reports, provide evidence that the use of alternative assessments helps mathematics teachers change their teaching strategies, incorporating the use of an emphasis on meaning and understanding, encouragement of student autonomy and persistence, and the direct teaching of higher order cognitive strategies. Six tables present study findings, and three figures illustrate the discussion. (SLD)

ED 358 117

TM 019 885

Stake, Robert

Differentiation and Standardization of Aims.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Accountability; Achievement Tests; *Art Education;
Art Teachers; *Cost Effectiveness; Educational Change;
*Educational Objectives; Elementary Education; Imagery;
Knowledge Level; Measurement Techniques; Scores; Standardized
Tests; Student Evaluation; Testing Problems; Test Validity
IDENTIFIERS- *Differentiation; Goal Setting; Reform Efforts;
*Standardization

For many people, school reform means taking the responsibility for goal setting away from teachers and assessing common student accomplishments, but the costs and benefits of this accountability strategy have not been determined. The difference between the aims of education represented by test scores, and those represented by the activities of the classroom is much greater than most educators realize. The conflict between differentiation and standardization of aims is examined on the basis of field work in arts classrooms in elementary schools. The focus is on the intellectual aims of developing a cultural knowledge base and developing imaging and other powers. A review of several studies conducted by the author and colleagues and a look at other literature in the field suggest that the difference is essentially between seeing fine arts achievement as an attained ability versus seeing it as command of an itemized inventory of knowledge, technique, and sensitivity. Current standardized tests measure achievement. These two views are so different that the panorama of achievement to which art teachers aspire cannot be represented with validity with the type of standardized

model is based on single indicators of each trait/method combination, but a stronger multiple-indicator version of the CDP model is demonstrated using new options available in the LISREL 8 computer program. Five tables present data illustrating the CDP model, using data from a study by B. W. Byrne and R. J. Shavelson (1986) on the relations among three academic self-concept traits. An appendix presents a LISREL setup for fitting the multiple indicator CDP model. (SLD)

ED 358 136

TM 019 921

Huntley, Renee M.; Welch, Catherine J.
Numerical Answer Options: Logical or Random Order?

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; College Entrance Examinations; Comparative Testing; *Distractors (Tests); High Achievement; Higher Education; Item Analysis; Low Achievement; *Mathematics Tests; *Multiple Choice Tests; *Standardized Tests; *Test Construction; Test Format; Testing Problems; Test Items; Word Problems (Mathematics)

IDENTIFIERS- *ACT Assessment; Item Position (Tests); *Numerical Order; Randomization; Speededness (Tests); Test Developers
Writers of mathematics test items, especially those who write for standardized tests, are often advised to arrange the answer options in logical order, usually ascending or descending numerical order. In this study, 32 mathematics items were selected for inclusion in four experimental pretest units, each consisting of 16 items. Two versions presented options in logically descending or ascending order, and two presented them randomly. Each test was administered as part of the American College Test (ACT) pretest procedures to approximately 300 examinees. A review of the speededness rate indicates that 99 percent of the examinees completed the test, leading to the conclusion that not only the difficulty, but the speededness was unaffected by the random ordering of the numerical options. Regarding the higher biserials in performance on the randomly ordered options, the higher-ability examinees (as determined by their performance on the ACT Assessment Mathematics Test) scored proportionately better than did the lower-ability group. It is evident that, while random ordering of numerical options is not an obstacle for upper-ability examinees, it may be one for lower-ability examinees. Given the difference in biserials, test writers might do well to avoid introducing confusion or an irrelevant source of error by continuing to arrange options in some logical sequence. Two tables present study findings. (SLD)

ED 358 137

TM 019 923

Blank, M. A.; Kershaw, C.
Perceptions of Educators about Classroom Management Demands When Using Interactive Strategies.

PUB DATE- Apr 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

algebra test. Test-related anxiety was assessed with a paper-and-pencil measure in pretests and posttests. It was found that, for students with high mathematics anxiety, providing a choice between CAT and SAT led to significantly higher mean proficiency estimates, lending support to the hypothesis that examinees can cope with a stressful situation more effectively if they feel that they have some control over the source of the stress. Expected differences in estimated proficiency and posttest state anxiety between CAT and SAT conditions were not found, but a strong relationship was seen between examinee test type choice and mathematics anxiety level. Higher anxiety examinees have a greater preference for the control provided by SAT. Six tables and two graphs summarize findings. (SLD)

ED 358 155

TM 019 954

Schaeffer, Evonne L.
Toward an Understanding of Context Effects: Test-Taker Processes and Test Situation Demands.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Context Effect; Difficulty Level; High Schools; *High School Students; Item Response Theory; *Pacing; Reading Tests; Resource Allocation; Test Construction; Test Items; *Test Wiseness; Timed Tests

IDENTIFIERS- Self Monitoring; *Testing Effects

Context effects in test taking were explored, paying attention to the psychological processes that occur during test taking, and modeling context effects for each individual at the item block level. A sample of 279 high school students (140 females and 139 males) was chosen to yield adequate power for detecting interactions. Reading test forms were developed, and a measure of the various test taking processes thought necessary for test performance was developed. Students were administered the reading test in unpaced (1 total time) or paced (each passage separately timed for 3.5 minutes) conditions, with paced conditions considered to demand less student responsibility for self-monitoring. The overall relationships of performance consistency and the cognition monitoring composites suggest relationships that may not occur in a typical testing situation, and that monitoring ability is positively related to performance consistency. Context effects, viewed as performance inconsistency, are perhaps an indication that the examinee is not able to meet the monitoring demands of the task. By imposing a resource allocation structure, pacing appeared to benefit those who were not effective resource allocators. To fully understand context effects, it is important to take into account the demands of the situation and test takers' abilities to meet those demands. Six graphs and three tables present study data. (SLD)

ED 358 156

TM 019 955

O'Sullivan, Rita G.; Johnson, Robert L.
Using Performance Assessments To Measure Teachers' Competence in Classroom Assessment.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the American

not he agreed with his students' ratings of his teaching techniques and to ask whether his students had left out anything. Part 5 discusses the study's findings. Extensive appendices contain information on the Jaime Escalante Mathematics and Science Program, questions from the pilot test, questions from the other phases of the study, student responses, abstracts of the paper, correspondence, and the study contract. Contains 29 references. (JB)

ED 358 174

UD 029 159

Leue, Mary M.

Looking for One's Shadow at Noon: Vol. II. Finding the Self in School and Community.

PUB DATE- Mar 93

NOTE- 173p.; Photographs will not copy well.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- Anger; *Curriculum Development; Economically Disadvantaged; *Educational Trends; Elementary Education; Essays; *Free Schools; Literacy Education; *Nontraditional Education; *School Community Relationship

IDENTIFIERS- *Free School NY; *New York (Albany); Perls (Fritz)

This volume contains a collection of essays, reflections, and other writings (many of which originally appeared in several journals) on the relations among self and school and community. The first selection is an obituary of Fritz Perls, a leader of Gestalt therapy. The second essay, "A Social and Political Reassessment of the Work of Wilhelm Reich Today," asks readers to step back and consider certain fundamental issues raised by his work. The next essay, "Reality and the Rose Curtain: Owning Your Anger," reflects on changes and trends in the Free School Movement of the 1960s and 1970s. Following is another essay about that educational movement, "The Free School Controversy: A Letter from America" which offers reflections on community, the philosophy of education, and the nature of human relations. The next article, "Shoestring School," describes the Free School in Albany's South End (New York), a poor mixed Italian and Black neighborhood. A more formal history of the Free School follows, including many photographs of the teachers and students. "The Free School Community" offers reflections on the nature and rewards of the community that has grown up around that school. The final essay "The Pursuit of Literacy" argues for the importance of literacy in education and for democratic society. (JB)

ED 358 175

UD 029 170

Lafleur, Brenda

Dropping Out: The Cost to Canada. Report 83-92-E.

SPONS. AGENCY- Employment Immigration Canada, Ottawa (Ontario).

PUB DATE- Mar 92

NOTE- 26p.; Separately published 3-page synopsis is appended.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cost Estimates; Dropout Prevention; *Dropout Rate; Dropouts; *Economic Factors; Economic Impact; Economic Progress; Employment Patterns; Foreign Countries; Higher Education; High Schools; *High School Students; Labor Economics; *Labor Force; Social Problems; Statistical Data

American Dilemma: Two Levels of Love and Loathing" (C. E. Lincoln); (13) "Primal Orb Destiny" (W. Coleman); (14) "The Illusion of Racial Equality: The Black American Dilemma" (R. Staples); (15) "Patriots" (A. Walton); (16) "Du Bois's Dilemma and African American Adaptiveness" (E. P. Mitchell); (17) "Ambivalent Maybe" (W. J. Moses); (18) "Deep Sight and Rescue Missions" (T. C. Bambara); (19) "Race, Science, and Identity" (K. R. Manning); and (20) "In the Kingdom of Culture: Black Women and the Intersection of Race, Gender, and Class" (D. C. Hine). (SLD)

ED 358 193

UD 029 233

Telgen, Diane, Ed.; Kamp, Jim, Ed.

Notable Hispanic American Women. First Edition.

PUB DATE- 93

NOTE- 477p.; Foreword by Graciela Beecher.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Activism; Affirmative Action; Artists; *Biographies; *Community Leaders; *Females; *Hispanic Americans; Individual Characteristics; *Professional Personnel; Racial Discrimination; Recognition (Achievement); *Scientific Personnel; Sex Discrimination; Women Administrators

IDENTIFIERS- *Hispanic American Achievement; Professions

This reference work is a listing and description of 300 notable Hispanic American women who have achieved national or international prominence in a variety of fields. The entries are based on a mixture of personal interviews, book studies, and articles from periodicals. The entries feature historical and contemporary women from a broad range of professions including medicine, labor, entertainment, business, law, sports, journalism, science, education, politics, religion literature, and others. The entries range from 500 to 2,500 words in length and cover the noteworthy personal, family, and career details that helped shape and define each woman's life. Many of the longer entries are accompanied by photographs of the subjects. Entries are arranged alphabetically by surname, and occupation and ethnicity indexes are included. An extensive subject index at the back of the book contains names, book titles, and general subjects. (JB)

ED 358 194

UD 029 235

Murphy, Don, Ed.; Radtke, Jennifer, Ed.

Malcolm X in Context: A Study Guide to the Man and His Times.

PUB DATE- 92

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Historical Materials (060)

DESCRIPTORS- Autobiographies; Black Achievement; *Black History; Black Influences; Black Leadership; *Community Leaders; Critical Thinking; Elementary Secondary Education; *Personal Narratives; *Racial Discrimination; Racial Relations; Slavery; *Speeches; Study Guides; *Thinking Skills; United States History; Workbooks

IDENTIFIERS- African Americans; *Malcolm X; Nation of Islam

This study guide is designed for those with varying levels of

PUB DATE- Nov 92

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- *Cultural Differences; Curriculum Development;

*Educational Improvement; Elementary Secondary Education;
English Instruction; Ethnic Groups; Holistic Approach;
*Instructional Effectiveness; *Language Proficiency; Learning;
Limited English Speaking; *Multicultural Education; Program
Evaluation; Special Needs Students; Staff Development;
*Teaching Methods

IDENTIFIERS- Arizona; California; Diversity (Student); *Language Minorities; Massachusetts

The Metropolitan Educational Trends and Research Outcomes Center conducts Improving Programs of Schools Serving Culturally and Linguistically Diverse Student Populations, a survey to identify programs that have successfully addressed the needs of ethnically, linguistically, and culturally diverse students. This report presents a cross-sites analysis of critical program elements at eight sites (six in California, one in Massachusetts, and one in Arizona) to demonstrate effective ways of helping students develop English proficiency, including instructional practices, curriculum development, and program implementation. The sites studied were chosen because their documentation and support data allowed analysis of critical elements. Across the sites, teachers shared a positive vision of children and believed that all children can learn. In the area of language acquisition, teachers emphasized natural language learning prior to form. A general theoretical orientation indicated that children learn best by doing, experiencing, and practicing. Across the sites, holistic rather than discrete skills instruction was practiced. An in-depth analysis of a staff development program at one of the sites is included as an example of the pedagogy, practices, and theories present across the sites. Contains 22 references. (SLD)

ED 358 213

UD 029 276

Knapp, Michael S.; And Others

Academic Challenge for the Children of Poverty. Study of Academic Instruction for Disadvantaged Students. Volume 1: Findings and Conclusions.

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.

PUB DATE- 93

NOTE- 448p.; For the summary report, see ED 353 355.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Children; *Disadvantaged Youth; Economically Disadvantaged; Educational Change; Educationally Disadvantaged; Elementary Education; *Elementary School Students; High Risk Students; Mathematics Instruction; Nontraditional Education; Policy Formation; *Poverty; Reading Instruction; *Teaching Methods; Writing Instruction

IDENTIFIERS- Academic Challenge for Excellence

The Study of Academic Instruction for Disadvantaged Students explored the nature and effects of alternatives to conventional practices in mathematics, reading, and writing instruction in schools that serve high concentrations of children from low-income backgrounds. This report presents what was learned by describing and analyzing instructional practices in

IDENTIFIERS- *New York City Board of Education

A study was done to assess the likelihood of substantial improvement in New York City public education by the year 2000 by extrapolating trends in enrollment, demographic changes, and general fiscal patterns. The study also looked at trends among the at-risk population of New York City: those with special language and financial needs and those at risk because of disease, abuse, and neglect. Rates of growth in these at-risk populations were investigated as were the current spending levels that are used to provide them with services. Major findings indicate the following: (1) poor and minority children in New York City are increasing as a percentage of total student growth; (2) by the year 2000, New York City will be spending \$1,143 less per-pupil in real dollars than the average of the remainder of the state; (3) the social welfare index for children continues to decline; (4) unemployment, poverty, and child abuse are reaching epidemic proportions in New York City; (5) social diseases and drug abuse are increasing at an explosive rate; and (6) trend discrepancies in incidence rates of "at-risk" students and the funding allocated for services indicate that New York City school system will most likely be unable to provide the necessary services for students in need by the year 2000. Contains 47 references and 9 tables. (JB)

ED 358 233

UD 029 310

Forsyth, Patrick B., Ed.; Tallerico, Marilyn, Ed.
City Schools: Leading the Way.

PUB DATE- 93

NOTE- 350p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Administrator Role; Children; Context Effect; Decision Making; Educational Change; *Educational Environment; Educational Resources; Elementary Secondary Education; Information Needs; Institutional Mission; Minority Groups; *School Administration; Student Motivation; Teaching Conditions; Urban Problems; *Urban Schools

IDENTIFIERS- Diversity (Student); Reform Efforts

This volume offers nine chapters on focal issues in current urban education that are of a middle-range of abstraction and have long-term consequences for students. Individual chapters provide examples of possible interventions appropriate to the unique context of urban schools. The following chapters correspond to nine problems of practice, which emerged from a systematic application of the Nominal Group Technique in which the nominal group was an invited gathering of 10 principals of urban schools, 6 representatives of metropolitan youth-serving agencies, and 7 educational administration faculty members for universities serving urban communities: (1) "Understanding the Urban Context and Conditions of Practice of School Administration" (Richard M. Englert); (2) "Motivating Urban Children To Learn" (Patrick B. Forsyth); (3) "Managing Instructional Diversity" (Linda F. Winfield, Ruth Johnson, and Joanne B. Manning); (4) "Building Open Climates in Urban Schools" (James R. Bliss); (5) "Collecting and Using Information for Problem Solving and Decision Making" (Robert O. Slater); (6) "Acquiring and Using Resources" (Laurance Parker); (7) "Governing Urban Schools" (Marilyn Tallerico); (8) "Effecting Change in Urban Schools" (William J. Kritek); and (9) "Establishing the Mission, Vision, and Goals" (Robert T. Stout). Each paper is accompanied by its own references. (JB)

Development; Teaching Guides; Teaching Methods
IDENTIFIERS- Canada; Middle School Students

It is widely believed that a child's imagination ought to be stimulated and developed in education. Yet, few teachers understand what the imagination is or how it lends itself to practical methods and techniques that can be used easily in classroom instruction. This book offers practical help for teachers who want to engage, stimulate, and develop the imaginative and learning processes of children ages 8 to 15. The publication is geared to the typical student's imaginative life and how it can be stimulated in learning; how the average teacher can plan to achieve this aim; and how the curriculum can be structured to help achieve this goal. The book contains concrete examples of curriculum design and teaching techniques structured to appeal specifically to children in their middle school years. The publication is organized into 6 chapters which cover: (1) a brief account of the range of meanings people ascribe to imagination; (2) why it is important to stimulate and develop the imagination of students; (3) characteristics of students' imaginative lives and meaningful learning; (4) the design of a framework for planning teaching that aims to stimulate students' imaginations; (5) the usefulness of forming and articulating vivid images in teaching; and (6) examples of how the framework can be used to plan teaching in mathematics, science, social studies, and language arts. The conclusions discuss implications for teaching and the curriculum if imagination is taken seriously in education. (Contains approximately 85 references.) (LL)

achievement tests in use today. Three figures illustrate the discussion. (SLD)

ED 358 118

TM 019 887

Ang, Cheng; Miller, M. David

An Investigation of the Power of Stout's Test of Essential Unidimensionality.

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; Comparative Testing; Correlation; Item Response Theory; Mathematical Models; *Sample Size; Test Construction; *Test Length

IDENTIFIERS- Null Hypothesis; Power (Statistics); *Stouts Procedure; *Unidimensionality (Tests)

The power of the procedure of W. Stout to detect deviations from essential unidimensionality in two-dimensional data was investigated for minor, moderate, and large deviations from unidimensionality using criteria for deviations from unidimensionality based on prior research. Test lengths of 20 and 40 items and sample sizes of 700 and 1,500 were studied. The power of Stout's procedure was directly related to the deviation from unidimensionality based on deviation areas. Deviation areas were inversely related to the correlation between the dominant ability and the reference composite. When the sample size or test length increased, the power of Stout's procedure also increased. In general, Stout's procedure had sufficient power to reject the null hypothesis of essential unidimensionality if 10 to 20 percent of the items were dimensionally distinct from the rest of the items. Results indicate that for minor deviation from unidimensionality, the rejection rates of Stout's procedure were not near the nominal level of 5 percent. For moderate and large deviations from unidimensionality, Stout's procedure had power to reject the null hypothesis of essential unidimensionality, especially if the sample size was 1,500 and the test length was 40. Twelve figures and 10 tables illustrate the discussion. (SLD)

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Attitude Measures; *Classroom Techniques; Educational Environment; Elementary Education; *Elementary School Teachers; Nontraditional Education; *Principals; Questionnaires; Socialization; Staff Development; *Supervisors; *Teacher Attitudes; Teacher Characteristics; Teacher Role; Teaching Methods; Theory Practice Relationship

IDENTIFIERS- *Interactive Teaching; Knox County Schools TN; Translating Research Into Practice TN

The perceptions of elementary school teachers, principals, and supervisors about classroom management strategies required of teachers when using alternative task structures and interactive instructional strategies were studied. A questionnaire developed by the researchers was administered to 34 kindergarten through grade 5 teachers, 7 principals, and 3 supervisors involved in a staff development program in the Knox County (Tennessee) School System, Translating Research Into Practice (TRIP). Educators were readily able to identify classroom management skills necessary to promote learning in alternative task structures. The identified skills are linked to the instructional functions of planning, providing structure, facilitating group function, attending to physical requirements, actively monitoring and managing student behavior, and establishing a classroom climate that will support active social learning. Identified teacher characteristics are more in terms of attitude. Educators feel teachers need to be flexible, tolerant, facilitating, and able to help students develop responsibility and self-discipline. Giving up control is a recurrent theme. The use of alternative structures can give students more choice and control in learning and provide greater opportunities to work closely with peers, but they require more of both teachers and students. An appendix describes the survey questionnaire. (SLD)

Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Assessment; Elementary School Teachers; Elementary Secondary Education; *Graduate Students; Higher Education; Measurement Techniques; *Methods Courses; Pilot Projects; *Questionnaires; Secondary School Teachers; Student Evaluation; *Teacher Competencies; Teacher Education; Teacher Evaluation; Teaching Methods; Thinking Skills; Transfer of Training

IDENTIFIERS- *Assessment Literacy; *Performance Based Evaluation; Standards for Teacher Competence (AFT NCME NEA); Teacher Competencies Assessment Questionnaire

The development and pilot testing of a set of performance assessments to determine classroom teachers' measurement competencies in areas covered by "Standards for Teacher Competence in Educational Assessment of Students" (1990) are described. How the use of performance assessments in a graduate-level classroom-assessment course can enhance student learning and increase the transfer of the measurement concepts to the classroom is shown. Twenty-nine graduate students enrolled in a course in educational measurement were pretested and posttested with the Teacher Competencies Assessment Questionnaire (TCAQ) during a classroom assessment course. Eight performance-based tasks, matched with the "Standards," were developed for the class. Results indicate that students who complete a measurement course that is performance-based increase their assessment competence as measured by the TCAQ. Performance-based educational measurement courses, in emphasizing higher order thinking skills, actively involving students in the learning process, and personalizing instruction, may increase the relevance of assessment to practitioners, and may increase the likelihood that measurement concepts will carry through to the classroom. Three tables present study data. Attachments include a list of assessment tasks for individuals and partners, a course outline, and a list of classroom assessment tasks. (SLD)

IDENTIFIERS- *Canada; *Return on Investment

This publication presents the results of a study undertaken to measure the economic costs of students who drop out of secondary school in Canada and summarizes the social and economic costs of dropping out. The primary objectives of the report are to raise awareness of these costs among the business community and to motivate all stakeholders to invest in the labor force of the future. The economic prosperity of the nation as a whole, employment rates, and the climbing dropout rate in Canada during the 1980s, when over one-third of Canada's youths were not graduating from secondary school, are considered in terms of education's importance. The myth of the over-educated Canadian is also discussed. The cost to Canadian society over the working lifetime of the nearly 137,000 secondary school dropouts who should have graduated in 1989 is \$4 billion in present-value terms. Each individual male dropout will lose nearly \$129,000 in today's dollars over his working lifetime, while the female dropout forfeits \$107,000. As an investment vehicle, education has a higher rate of return than almost any alternative investment project. The rate of return to society of investing in secondary school education is 19.0 percent for males and 17.8 percent for females. Canada could save \$26 billion if the dropout rate was reduced from 34 percent to 10 percent by the year 2000. Any initiative that encourages students to complete secondary school can have a major positive impact on the future economic well-being and prosperity of both the individual student and Canada as a whole. Includes 15 notes and 14 charts/exhibits/tables. (JB)

understanding to open possible contexts to consider Malcolm X and develop some of the critical thinking skills necessary to make sense out of any complex historical phenomena and to suggest to students some directions for further research. The guide uses the "Autobiography of Malcolm X" as a primary source to understand the man's growth and development and as a window onto social and economic conditions of black America. It also uses excerpts from his speeches to reveal some of his general positions and to suggest how they changed. To shed light on historical context, the guide uses quotes, graphs, and charts as well as excerpts from historical documents including the Kerner Commission Report of 1967, court decisions, and organizational charters. Exercises provide practice for basic skills and critical thinking. Topics include American democracy and the black condition, the Dred Scott Decision of 1857, the radical black tradition, the autobiography of Malcolm X, the exploited Malcolm Little (1925-1941), the exploiter Detroit Red (1941-1952), creating communities and recognizing power, the self-emancipator Minister Malcolm X (1952-1964), Malcolm X and Martin Luther King, Jr., women's roles, Malcolm on education, decade of protest, programs for black self-determination, the Black Panther's 10-point plan, and the program of the Nation of Islam. Contains 28 references. (JB)

approximately 140 first- through sixth-grade classrooms in 15 high-performing elementary schools across 6 districts in 3 states. Findings dispel the myth that academically challenging work should be postponed until children of poverty have mastered all relevant basic skills. The alternative practices studied helped children connect their academic learning with the world outside school. More often than not, teachers combined conventional modes of instruction with alternative practices. The challenge for teachers is not to discard what they have been doing, but to expand their repertoires to teach a more challenging curriculum. Local and state policymakers can play a key role by doing whatever is necessary to support educational goals. The Federal Government can exercise leadership, particularly in promoting professional development. The overall conclusion is that instruction that emphasizes meaning and understanding has proved its worth. Findings are summarized in 72 tables, 1 exhibit, and 4 figures. (SLD)

ED 358 214

UD 029 277

Leung, Jupian J.

Gender Differences in Students' and Students' Perceived Parental Academic Motivational Orientations.

PUB DATE- 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Achievement Need; Attribution Theory; Catholic Schools; Factor Analysis; Feedback; Females; *Locus of Control; Males; Parent Attitudes; Secondary Education; *Secondary School Students; *Sex Differences; Student Attitudes; *Student Motivation; Urban Schools

IDENTIFIERS- *Motivational Orientation

The purpose of this study was to determine if students' gender was related to their own and their perceived parental motivational orientations in school achievement. Motivational orientations in school achievement were measured by a number of items focusing on the meaning of success in school, preference for school feedback, school task preference, dimensions and attributions of success and failure in school, and achievement goal orientations. A total of 107 8th-, 107 10th-, and 119 12th-grade Roman Catholic school students (170 males and 163 females) anonymously completed a questionnaire. The data were analyzed by means of factor analysis, discriminant analysis, and stepwise multiple regression analysis using gender, age, socioeconomic status, and self-perceived academic ability as predictor variables. Results show a number of gender differences, including those in achievement goal orientations and in the attribution of failure in school to the difficulty of school work. Females tend to perceive success as more controllable and internal relative to boys. Implications are discussed in terms of research literature on sex differences and differential parental socialization practices. Two tables present study data. Contains 26 references. (Author/SLD)

ED 358 215

UD 029 281

Carroll, William J.; Matesich, Mary Andrew

Diversity and the Urban Campus: The Ohio Dominican Response.

PUB DATE- Jun 93

NOTE- 16p.

LANGUAGE- English

Abadir, Laila

Effects of Mastery Learning Strategies on Community College
Mathematics Students' Achievement and Success Rate.

29p. 1mf. L1 ED 358 167

Ackerman, Richard, Ed.

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Aiex, Nola Kortner

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Chen, Deborah

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Chen, Jie-Qi

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Studies, Community School District 2, Manhattan, 1991-92. Final
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